

THE BEHAVIOR OF YOUNG CHILDREN

III

CHILDREN WITH MATERIALS—CHILDREN WITH
OTHER CHILDREN

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A



INTRODUCTION

The behavior patterns little children acquire in the daily adjustments of their early years are the warp and woof out of which is woven personality, disposition and character. They find themselves surrounded by many different types of environmental influences,—many kinds of people and things each of which invites him to discover its make-up or nature through experimental work and play. Through this experimental activity a child has to learn what kind of adjustment is suitable to the nature of objects or acceptable to people around him. Through this experience he gradually learns that he cannot always respond to either people or things just as he pleases. He has to discover that each environmental stimulus demands its own response, and that he must acquire the reactions found acceptable to others as well as himself if he is to live a happy, satisfying life in work and play with both people and things. The response he sets up with great satisfaction in one situation sometimes fails utterly when transferred to another. He has to learn that people and things cannot be treated in like manner. Even things differ in their make-up and must be handled accordingly. Civilization protests when he transfers the use of hammer and nails from a pine board to a mahogany table. Society may approve heartily when he pounds his clay, kicks his ball or pushes his table, but an uproar results when he attempts to transfer these activities from materials to animals, play-mates, or guardians. Because materials yield themselves to these early fundamental impulses of children—because they

do not "hit back," but allow themselves to be moulded and shaped, readily taking on form and thought as the child manipulates them, they are highly important factors in his education. The young child's sensori-motor make-up cries out for legitimate opportunities to punch, push, pull, grab, lift, climb, etcetera, and when the proper outlets for these instinctive responses are not provided he tries them out with disastrous consequences on other people, often to his own amazement and theirs. "Satan finds some mischief still for idle hands to do" is a principle more applicable in child life than grown people have any conception of, even though we are only gradually learning that child activity is not of Satanic origin.

The child's conception of life and his rôle in the world in which he finds himself grow out of these early, blind, unheeded activities which must express themselves for good or ill according to the wisdom of the adults who have him in their care. As his personality and character are at stake it behooves those of us who are responsible for the type of adjustment which he acquires to clear our own minds and his regarding right and wrong attitudes and reactions to be set up in a world made up of a wide variety of people and things. We must never lose sight of the fact that each of these offers an opportunity for the development of certain traits of personality or character practically impossible to stimulate through another. A large proportion of the serious mal-adjustments of life grow out of attempts to substitute responses legitimate in one situation in others where they are a serious misfit. The thrill accompanying conquest, domination, and subjugation, perfectly legitimate in our control of materials, is most damaging to all parties concerned when

transferred from our contact with things to our relations with human beings. This is so self-evident that it hardly seems worth the saying were it not for the fact that we go on wrecking our own and others' lives by blindly attempting to force *people* to react to our desires, will, and purposes as only *things* can and should. This mistake is made not only by children with children, but by children with grown-ups, and by grown people with children. There is in all of us a blind lust for power, for control and domination, and it is highly important in the building of relationships in life that we learn where this produces helpful or damaging results. Manipulation with materials is fruitful in revealing the nature and possibilities of the objects of experimentation and for the utilization of these for the benefit of the experimenter, but manipulation in human relationships is found most workable where the experimenter partakes of the nature of the ward politician who wishes his clientele to respond to his desires and will with a minimum of reason, reflection, or freedom.

Adults are blind to the shock experienced by children when they ruthlessly refuse to allow them to do for themselves those things which they are fully capable of mastering alone or with a little guidance. Expediency tempts us to do this at a period in their lives when little children are winning their first steps in independence and are eager to do for themselves. To be lifted when one could climb, to be carried when one could walk, to be pushed or shoved or pulled or handled as an object rather than as a living and developing personality, are cases in illustration of this point. We should not wonder that outbursts of rebellion follow. One often marvels that little children, with such a meagre stock of self-

control, stand such treatment as patiently as they do. It is so much easier to lift a child to a table, putting on his shoes for him, than it is to allow him to climb to a stool and learn to lace his own shoes. For the moment it saves time and trouble to lift the child and to act *for* him rather than *through* him, forgetting that he is on the upward way from the abject dependence in which he is born to the independence and interdependence so essential later on for successful living in either child or adult society.

Children with children fall into the same error unless intelligent adults are at hand to help them to learn the difference between right and wrong adjustments to the different people and things around them.

The environment of little children should be generously supplied with plastic and easily manipulated play materials that they may learn early the satisfaction which accompanies the struggle of mind as it forces matter to conform to its own dictates and the thrill of subjugating it to one's innermost desires and will. Here we have the age-old victory of mind over matter, out of which have come the arts, sciences, and invention. Nature and nature's materials are the proper fields for these adjustments whether in work, play, art, or industry.

"If men be made for men," says Jean Paul Richter, "so are children for children." Teach children by children that they may learn the higher forms of satisfaction growing out of human relations. "Give and take," and "turn about is fair play" are lessons which can only be learned through daily contacts with one's fellows. *Things* can never teach these invaluable social traits. They have to be wrought out of the conflicting demands of human adjustments. It is in the world

of human relations that one learns when to yield, when to take one's stand, how much to compromise, when to divide or share work and play whether with one's equals or one's superiors. Through co-operative schemes of work and play with playmates, rather than adults, the child also gains some "sense of kind" which if continued through education should finally culminate in a feeling for the brotherhood of man on its higher levels of maturity. When we permit children to dominate or to be dominated by each other, we are not only allowing them to substitute adjustments suitable to materials only, but we are robbing them of the right to acquire those righteous, satisfying human adjustments which work and play with equals should stimulate and perpetuate in adult social life.

This leads to the next problem under consideration in this volume, namely, what adjustments are most developing in the contacts set up between adults and children. Who can answer wisely so momentous a question in this day and generation where standards and ideals in government and control are changing so rapidly? When the doctors disagree the laymen may well feel helpless. It is so easy to go to one extreme or the other in these matters of discipline and control between the mature and immature members of social groups, whether in the home or the school. We are told that "the strait gate and narrow way that leadeth unto life" is exceedingly difficult to find; while "the wide gate and broad way that leadeth to destruction" is easily discovered by the multitude.

No one should dare to be dogmatic regarding a problem where there are such varieties of opinions. Nevertheless a few principles may be worthy of consideration. It is fairly

easy to succeed in demanding and securing outward conformity to adult commands. This is partly due to the physical inequalities between the mature and the immature. But it requires great intelligence, wisdom and sympathetic understanding of a child's point of view, to win that willing co-operation which grows out of an appeal to the child's own sense of fair-play and his own conception of what is right. This does not mean that a child is never to obey a command which he does not will and understand. On the contrary, the necessity for obedience might be defined as a merciful measure resorted to by the mature as a means of protection for the immature while they are learning self-control and self-direction. Any mature moron can intimidate and overwhelm a helpless child. It requires no brains to accomplish this. On the other hand it demands no intelligence to simply turn children loose under the guise of freedom, which might better be labelled license. Adulthood ought not to mean just so many more years of life lived through than those experienced by the child. Even average intelligence, added to age, should have wrought out of our chronological existence some experiences beyond those of the child, from which we have winnowed a modicum, at least, of knowledge, wisdom and ability to cope with life. These are not ours only. If they have any value, they belong partly to the young generation. To be sure they are not to be on display or on dress parade on each and every occasion, to be foisted on children willy-nilly; but should be "on tap," held in reserve for needs as they arise in our social adjustments. If we can but *exemplify* these fruits of experience in our own daily living and are not too hurried in *imposing* them on children before they have had an opportunity to feel the need of them, they begin fairly

early in life to learn that we may serve them as a "store-house" or source of supply for these much-needed commodities, and that we gladly hold ourselves in readiness to turn over to them any wisdom which we may have garnered from our own hard experiences.

Comradeship is a most beautiful and successful trait of parenthood but it does not tell the whole story. If, out of the years of experience between parent and child, nothing higher than comradeship has evolved, the child has been cheated out of a birthright. If the wider experience of the adult does not—as the years pass—inspire in the child some sense of respect for the knowledge, wisdom, and responsibility of adulthood on its highest levels, we have "missed fire" somewhere in our guidance. Comradeship is at its best when inspired by "pals," though adults, too, must stimulate this feeling to a certain extent if the young are to *seek* our companionship and *desire* our point of view. There is a "plus" quality here somewhere, difficult indeed to define, but if we are to be guides to children as well as comrades we must inspire this "plus" quality.

The authors of these books have sought diligently and have, I believe, been rewarded in finding a method by which parents can guide themselves and their children in striving toward these great goals. If parents will co-operate with the writers in striving to attain these ends, little children will have less to un-learn as they go from the home into the larger world, and both parents and children will experience fewer heart-breaks, due to unwise mal-adjustments started in early life. The pathway of force started by even the tiniest pebble may be traced as it travels from its source to distant goals, far-removed from the original stimulus. This well illustrates

what happens when little things in child life are allowed to pass without realizing that the most distant relations in adult life are often due to influences set in motion by small and apparently unimportant mal-adjustments in the Nursery. The authors of this series have traced for us the relation of consequences far-removed from their apparent cause in the dim beginnings of life in the cradle.

PATTY SMITH HILL.

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UNIT SIX—CHILDREN WITH MATERIALS

INCIDENTS

QUOTATIONS

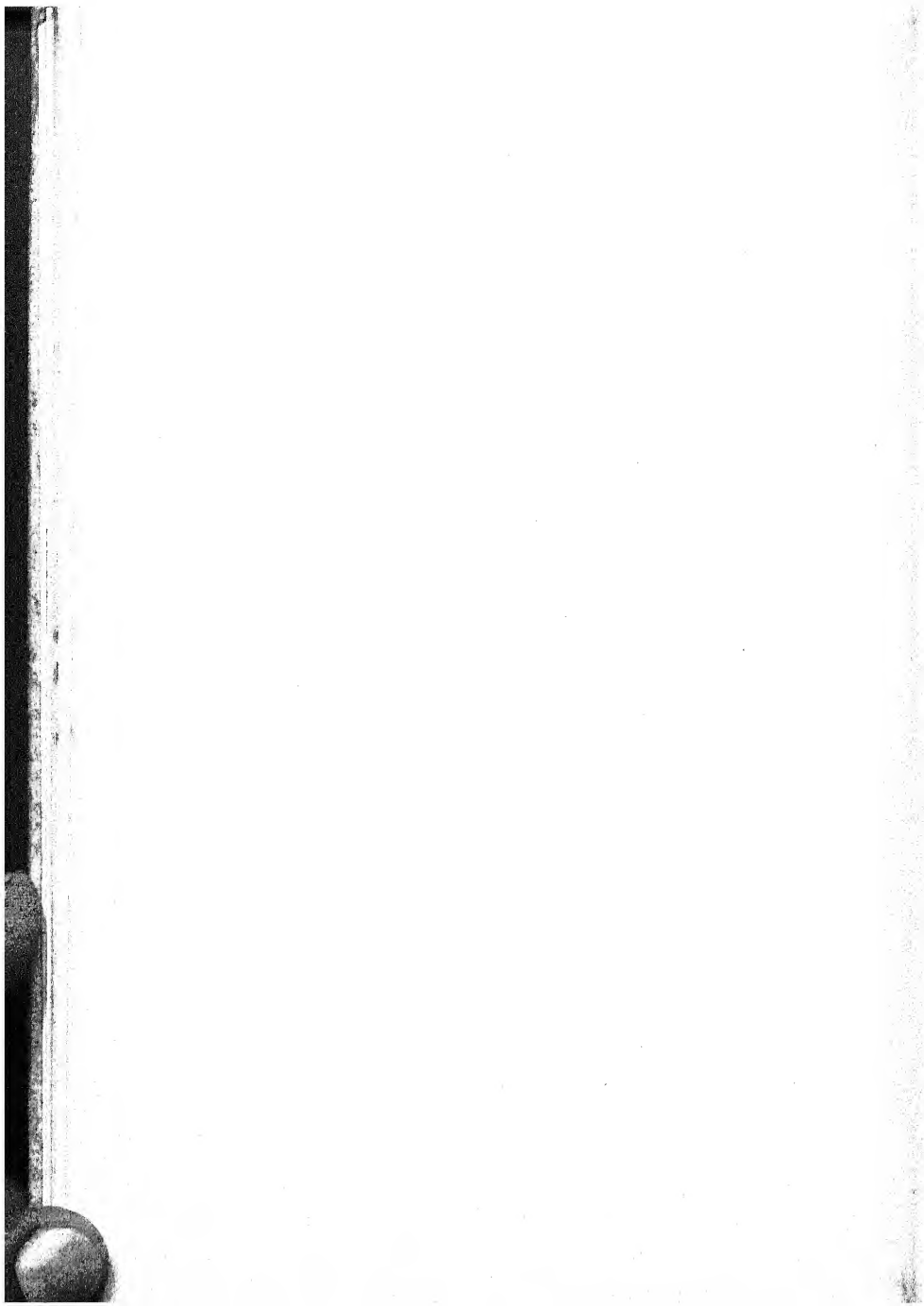
QUESTIONS

TO AID IN EVALUATING BEHAVIOR

WHAT IS THE CHILD LEARNING?

WHAT SHOULD HE BE LEARNING?

HOW CAN GUIDANCE PROMOTE HIS LEARNING?



CHILDREN AND THEIR MATERIALS

Anne's eyes beamed as she said, "Two pigs danced beside our car all the way to town." Several children drew near, and Anne repeated the story. An encouraging adult said, "That's a nice story. Would you like to draw it?" Anne waited in expectation for paper and crayon. A few strokes of the crayon and she announced, "Here are the pigs. They danced and danced. By our car." Several times later Anne repeated the story as she pointed to her picture.

Douglas did many things with a ball. He threw it down the hill and then he ran after it. He climbed with it in his hands back up the hill. He walked up five steps to the top of a box, and rolled it down a plank. He slid down the steps and ran after it. He continued such activities for a good share of the morning.

"I'm going to make a high tower," announced Daniel before breakfast, and as soon as he folded his napkin he repeated, "Now I'm going to build my tower." He went straight to his large building blocks and built a tower so high that he needed to climb on a chair in order to place the last block. When mother noticed it, she approved, "We'll show it to daddy." "We'll show it to daddy," Daniel repeated, as he walked with pleased expression around and around his tower.

These children were happily and profitably occupied exercising muscles, making plans, carrying them out, imagining interesting happenings and sharing them.

They no doubt have gained such resourcefulness because they have been helped both directly and indirectly. In the first place, they have been provided with materials which invite many uses. This is indirect teaching. On occasions they have been given more direct help and encouragement, such as the suggestion to Anne to draw her story and the suggestion to Daniel to show his tower to daddy.

When we see a child inactive and unhappy, it may be worth while to investigate what sorts of materials he has and whether he receives suggestions which are meaningful, and encourage him to discover many possibilities in the things around him, or whether his play is over-directed so that he does not have a chance to make discoveries of his own.

In the behavior incidents which follow some of the children are happily occupied while others are not.

INCIDENTS

1. *John*. After breakfast two-year-old John ran to the toilet saying as he had often heard mother say, "And now to the toilet and then to play." He went through his toilet activities and then began to search among his toys for his ball.

Dorothy. As usual Dorothy stood around in the kitchen talking to mother, who was doing the morning work. When Dorothy begged, "Please let's play hide the dishes like we did yesterday," mother responded, "I'm too busy to-day. Run away and play with your playthings." Dorothy stamped her foot and said, "No, I don't want to play with my playthings. I want to play with you."

Why was John more regular and independent in his play than Dorothy?

Would it be wise for Dorothy's mother to direct her attention to her own play regularly until she became more independent?

2. *Marjorie and Elinor.* Marjorie met her playmate Elinor at the door and led her immediately into a sunny, attractive, well-equipped play corner. Elinor began to play with the blocks while Marjorie put her blok-lok train together.

David and Tom. After jumping off the davenport, David and Tom climbed to the top of a radiator. When mother discovered them she commanded, "Don't you know better than that? Go straight to your playroom." (No provision was made in playroom for climbing and jumping.)

Why didn't David and Tom play properly in a suitable place like Marjorie and Elinor?

What climbing equipment would make the playroom a more inviting place to David and Tom?

Would it have helped to suggest they go to the yard to climb and jump?

3. *Shirley and Dot.* Shirley and Dot pulled a blanket over the rope which reached across the corner of the playroom and played all morning in a cosy tent. Their mother stopped her work for a short time and crawled into the tent beside them to tell a story.

Esther, Charlie and Winton. In order to make a tent under the dining table Esther, Charlie and Winton pulled the table cloth to the floor. When the doorbell rang Mrs. Wil-

liams explained to the visitor, "I don't know what to do with these children. They will play tent under that table."

Which group was learning to use suitable material for tent play and why?

4. *Tom.* "I have sometimes played with Tom myself," writes Tom's mother, "to help him learn how to use and to enjoy different kinds of playthings. To-day he entered into many activities. He was busy all day swinging, sliding, riding his tricycle, loading his wagon with sand, building a tower with his blocks, putting his dolly to bed, tooting his horn and looking at a picture book."

Jane. "I don't believe Jane needs building blocks," volunteered one mother. "I bought some for her and she never touches them. She isn't happy unless she is playing with her dolls. She spent most of the afternoon pretending that she was cooking in her doll dishes."

What was there in the attitude of Tom's mother which might have encouraged Jane in more varied play?

5. *Lewis.* The first spring day that three-year-old Lewis was given a water sprinkler mother filled her own water sprinkler and as Lewis helped her sprinkle she approved him with "That's right; we sprinkle the flowers, we sprinkle the walk and the sand." When Lewis began to sprinkle brother, mother explained, "We sprinkle just the flowers, the grass and the walk," and approved Lewis for sprinkling them.

Jack. The first day that Jack played with his small new sprinkler he went out alone and sprinkled water on the flowers, grass, porch, dog, and several playmates. The next day mother discovered baby Ann very wet in a bed and Jack

explained that he had watered her so she would grow like a rose.

Why was one mother more successful than the other in teaching the correct use of the water sprinkler?

6. *Jean.* Jean played for nearly an hour with large hollow home-made blocks. First she made a bridge and walked over it a number of times. Then she jumped off of it again and again. Finally she put on her hat and coat and sat for some time on the row of blocks saying, "Toot, toot, I'm going to Colorado on my train." Her mother was near by and smiled occasionally in approval.

Mildred. On her birthday four-year-old Mildred said, "Thank you," as mother presented her a box of small blocks of varied sizes. At mother's suggestion Mildred began to build a house and fence like the one represented on the cover of the box. She had difficulty placing the small blocks one upon the other and finally became impatient and kicked over what she had built. Mother remarked, "Please don't play with them if you can't play with them right."

Why couldn't Mildred be as constructive and dramatic with her blocks as Jean was with hers?

7. *Bobbie.* Bobbie and his two little playmates spent the entire morning, first swinging in the swing, then running up and down a smooth incline board, and finally walking up three steps which father had attached to a large dry-goods box, jumping off the box, crawling over it and into it.

Dorothy. Dorothy, who had no climbing equipment, often climbed over the gate, and whenever she was noticed was told not to climb over the gate again. This morning her mother said, "If you promise not to climb over the gate to-day you

may go out to play." Dorothy promised and went out to play. Several hours later mother found her high up in the pine tree and commanded her to come down immediately saying, "Don't you know you shouldn't climb trees?"

Was the promise Dorothy's mother exacted of her desirable in a situation like this?

What could she provide for more and safer climbing?

What could she say to help Dorothy attempt high climbing and be aware of reasonable limits?

8. *Chester.* Chester tugged at his small wagon load of sand, but was unable to pull it up on to the walk. His mother was quick to see just where the difficulty lay and suggested "Take the wheels this way," as she showed him how to take hold of the front wheels and to lift them to the walk. Then she waited and nodded approvingly while he lifted the back of the wagon to the walk.

Betty Jane. Betty Jane began to cry and call her mother when she was unable to pull her wagon on to the walk. Mother lifted it up saying, "Why don't you keep your wagon on the walk?"

Which child is learning to solve his own difficulty?

How did Chester's mother actually direct his thinking?

9. *Mary Ann.* "Has dolly had her nap?" asked mother as she saw Mary Ann wander listlessly with her doll under her arm. "I must put her to bed," responded Mary Ann as she undressed her doll and put it to bed.

Verna. "I don't know what to do," said Verna as she sat looking at her doll. "Play with your doll," suggested mother. "I don't want to," whined the five-year-old as mother said, "Don't you like your dolly?"

Which suggestion was more positive and stimulating to the child?

Will Verna be as likely as Mary Ann to play with the doll again?

Will the suggestion of Mary Ann's mother lead her on to more resourceful play?

10. *Howard.* To-day when Howard ran his tricycle off the walk he fell off and began to cry. Mother heard him and encouragingly said, "Never mind, you can pick it up." She smiled as he began to get up and she reached out to help him guide his tricycle back to the walk.

Barbara. Barbara was riding her sister's tricycle, which was too high for her. When she fell off and cried her mother said, "That's too bad, but that's exactly what happens if little girls won't wait until they are big enough to ride tricycles." Barbara went on crying and mother said, "Let's spank the naughty tricycle."

What did Howard's mother do to help him meet his accident honestly?

Was the tricycle naughty?

What were the differences in what the two children did, in what they thought and in what they felt?

QUOTATIONS ABOUT CHILDREN WITH MATERIALS

Perhaps the best way to study children is to watch many of them day after day to see what they are able to do and what are the signs which reveal their thinking and their feeling and what actually are the influences which contribute to

success and failure. Another excellent means of studying behavior is to read the opinions and findings of many authors who have recorded and commented upon their observations. It is interesting to note their agreements and disagreements and especially helpful to see the emphasis on important points. The following quotations have been selected from many books and assembled here to give information from different sources about children and the helps or hindrances they meet in their everyday contacts with materials. The quotations yield valuable suggestions as to suitable and unsuitable equipment and the part toys and other materials play in the development of young children.

.

I. In planning the daily programme for the children as much time as possible should be kept for outdoor activity. The importance of this is discussed in the following quotations.

Lucas. Page 56, L. 14 through L. 27.

"Sunshine in the open air is childhood's greatest ally. To keep the normal child healthy, give him sunshine. . . . Children should be gradually accustomed to direct sunshine upon their bodies and should be allowed to play outdoors with as little clothing on as possible, in white rompers with low neck and short sleeves, sandals, and light sun hat. The white or light-colored clothing allows the light rays to penetrate to the skin."

Lucas. Page 54, L. 13 through Page 55, L. 16.

"We would choose a house in the country with all the out-of-doors to play in, meadows and green fields and little running brooks, or snowy wastes with frozen ponds, hills to

coast on in tingling air. If we can't have that, the suburban house and small yard with air and sunshine give us as much, if we use it rightly. If it can't be that, the city house with a small back yard can mean health and vigor, if fully utilized. If it can't be that, then the apartment roof may be available for play in the sun, and the smaller apartment with sun is better than the larger one that is sunless. The point is in this matter of housing, as in other things, that where there is a will there is usually a way, especially when the motive force back of that *will* is an intelligent understanding of the necessity of securing air and sunshine for the children . . . and we can bundle the children up warmly and let them play in the room with the windows open if no outside play space is available at the time owing to bad weather or lack of yard. . . ."

Blatz and Bott. Page 127, L. 4 through L. 24.

"Outdoor play should occupy a large part of the child's time. As a baby he should be put outside to sleep during the daytime, and also to play out in his pen whenever the weather is favorable. In the pre-school period he should be given the run of an enclosed space and encouraged to play out of doors as much as possible. An investigation conducted in our parent education groups revealed the fact that many children under the age of seven get far too little outdoor play. It is often difficult to get children to play alone. Special equipment, an enclosed yard, and furthermore a deaf ear to protests may be necessary to accomplish this. In cases under the direction of our consultation clinic it has sometimes proved necessary for a mother to persist in such a policy over a period of several weeks before the

child came to realize that he must content himself alone. The importance of such discipline . . . is mentioned here to point out that when mothers say that it is impossible to get children to play out alone, this merely means that they have not provided the right materials for the child to play with, or that they have not been sufficiently firm and persistent in their discipline."

Walsh and Foote. Page 121, L. 21 through Page 122, L. 4.

"Out-of-doors is an important part of the play prescription. It is not enough for children to play indoors, though of course in rainy weather that is better than not playing at all, and the more indoor provision for play there is the better. Even if a child had a well-equipped gymnasium in his home, it would not justify his being kept in it if the weather permitted an outing. The mere fact that it is damp outside is not enough to justify older children being kept indoors. Rubbers and other apparel for damp weather are readily available. It is not enough for children to play quietly, for they ought to have the incentive to use their muscles to the fullest extent."

Evans. Page 66, L. 15 through L. 26.

"When we reprove a child for being noisy or restless, we are reprovng him for being a child, and are doing our best to stunt his growth. Could anything be more stupid? We cannot allow him to shout and jump in the drawing room, but we should provide a place and time for him to do so. We are all transformers, turning air, food and sunlight into energy. The great creative force of life is the sun, which frees energy as electricity is freed. We should send the child

out into the sunlight and under the blue skies, either literally or figuratively."

Blatz and Bott. Page 128, L. 3 through L. 16.

"Parents are often reluctant to let children play out unless the weather is perfect. In cold weather special clothing should be designed for play. Play suits of corduroy lined with wool eiderdown, made either on a "sleeper" pattern or a two-piece model, are highly desirable. Zipper fasteners on the front and legs aid greatly. Waterproof materials may be used for the outside, but are apt to be stiff and clumsy, and corduroy of a good quality seems to answer admirably. This is much better than the usual woolies, which soak up water like a sponge. The outer footwear should be large and not cramp the feet. On rainy days children should be dressed warmly underneath if it is chilly, have slickers put on outside, and be kept out as much as possible."

Foster and Mattson. Page 34, L. 20 through Page 35, L. 1.

"The ideal playground provides a sunny exposure well sheltered from the cold winds of winter and a shaded expanse protected from the heat of the summer sun. The playground must be well drained and dry. Trees are an addition since they furnish shade in the summer months and add to the attractiveness of the playground."

Blanton and Blanton. Page 121, L. 17 through L. 32.

"When the house has its own yard . . . a small section of it should be fenced and given over to the exclusive use of the young children. Here they can play in complete safety and freedom. If possible, there should be a direct entrance from

the house to this play-yard. In it there should be a tree or a group of shrubs under which the children can play. Here they should be permitted to keep their priceless collections of boards, boxes, discarded sacks, kitchen utensils, and the like, which mean so much to them.

"The separate room and yard are important to the child because they give him physical security from the mishaps that may overtake him in the adult rooms, and because they liberate him from the presence of forbidden things and make it possible for him to manipulate his physical environment. They insure his own psychological security also."

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II. Adequate indoor space also means much to the child according to the next quotations which offer suggestions for equipping a place to stimulate worthwhile activity in the house.

Lucas. Page 55, L. 30 through Page 56, L. 2.

"If possible, let the runabout child have a little room of his own to play in with his own things on shelves in easy reach, or a part of a room, or just a play-box—anything to satisfy his own sense of ownership and to impress him with others' ownership also."

Blatz and Bott. Page 121, L. 18 through Page 122, L. 20.

"The first pre-requisite of good play habits is a proper place to play. After the first two or three months of life the child should have a room of his own, which is adapted to his changing needs as he grows older. If a room solely for play is not possible, the room in which the child sleeps may

be used. Its furnishings should be simple, but all chosen for one purpose, the comfort and pleasure of the child. The floor should be covered with cork carpet if possible, as this is warm, soft, quiet and easily kept clean. Such provision is important from the moment when the child is first able to sit and crawl on the floor. The furniture should be such that the child can neither hurt it nor be hurt by it. As he grows older a row of low open shelves, of easy access to the child, should be built along one end of the room. . . . Habits of tidiness cannot be inculcated unless some proper place is provided for play materials when not in use. A low seat on which the child may sit or lie is a suitable addition, especially attractive if it has shelves adjoining where the child's first books may be kept. A low table and shelves will complete the furnishings. All this can be accommodated even in a small room which must also serve as the child's bedroom, and can be done at moderate cost. It is more important to provide furniture within the child's reach than to have expensive suites or elaborate decoration. A room can be made both attractive and convenient through the expenditure of labor rather than a large sum of money. One special feature of a non-utilitarian sort may be worth while. Those of us who recall the strong impressions made on us by some picture which we were familiar with in childhood, will recognize that to provide one or two good pictures for the child's room may exert an influence on the child's taste and interests out of all proportion to the actual cost.

"The influence that a room of his own to which he has early become accustomed can exert on the development of a child has hardly been understood. What home means to the adult his own room should mean to the small child, that is, a

place of security and friendliness where he is free from the restraints and prohibitions of a larger environment."

Foster and Mattson. Page 34, L. 12 through L. 14.

"The children must have plenty of room to run and to play at lively games without interfering with each other."

Strang. Page 120, L. 20 through L. 28.

"Freedom and a safe place in which to run and climb are essential. Two-year-olds are 'into everything.' The problem is threefold: to provide plenty of things they can 'be into' without harming themselves or making trouble for others; to remove, as far as possible, from the house and surroundings anything that might harm the baby; and definitely to teach the child what to do in situations which might prove dangerous or annoying if he does the wrong thing."

III. Much desirable learning about materials begins at an early age and is observable in the activity of infants. The first simple strivings may gradually be traced to more complex and difficult activities. In all these activities there is growth, physical, mental, and emotional. The next quotations consider development in general.

Arlitt. Page 66, L. 24 through Page 69, L. 2.

"The instinctive tendency to play shows itself in the more or less random movements of the young infant and in his experimentation with all objects which come within his reach, including his own limbs and body. The infant's attempts to touch his foot may finally result in his putting the foot in his

mouth. All these movements which result in an object's being tasted, touched, hammered and moved about have as their outcome the development of the child's knowledge of the real world. Manipulations of the vocal cords in crying and babbling and later in approximating real sounds . . . have as a direct result the acquisition of language. The random movements of the infant . . . have as their outcome the development of control over the whole group of skeletal muscles.

"The first period of the child's life is purely experimental and manipulative."

Baker, Edna Dean. Page 28, L. 18 through Page 29, L. 13.

"Within the first few months of the baby's life the manipulation of objects begins. . . . Almost all of his handling of material is manipulative, gratifying curiosity and giving the joy of playful activity. However, the muscles of the arm, the hand, and the fingers are strengthened by this exercise and desirable co-ordinations are formed, which lay the basis for later skills in the arts and the trades. Because the restless little fingers will not be still if the child is not given wholesome employment for the hands, he forms bad habits in their use, such as scratching, rubbing and picking of different parts of the body, of his clothing and of the furnishings of the house. The writer once visited a nursery where about twenty infants between one and three years of age were confined in a room barren of all furnishings save a carpet and a few chairs, with barred windows and no play objects or materials of any description. These children were constantly poking, punching and pulling one another, some of them had taken off their shoes and were playing with

them, others were unfastening their clothing, tearing and chewing the ties and strings. . . .”

Sies. Page 304, L. 1 through Page 306, L. 20.

“A little child, uninfluenced by training, pokes, pulls, scratches, and otherwise handles many objects with which he comes in contact. By manipulation we mean the sum total of these movements or any one of the various arm, hand, and finger movements made in response to objects in the environment.

“At first sight these instinctive puttering movements seem to accomplish little, although they appear to have a certain satisfyingness. We have all watched the apparently aimless reach-grasp-put-in-the-mouth movements of infants, and are familiar with the eager fingering of children, who poke and maul most objects within their reach. . . .

“The aim of finger play is knowledge, and all these seemingly indefinite hit-and-miss handling movements of infancy and childhood are links in the long chain of human experimentation, necessary as a means of finding out the truth about natural forces and materials, essential in order that this environment of ours may be remade and adapted to the constantly progressive demands of man.”

Mateer. Page 243, L. 17 through L. 30.

“A normal, well-disciplined baby nine months old will sit, or lie, in his crib, from one feeding to another, and play. He needs supervision, and toys sometimes have to be picked up and handed back to him. Such attention should not total over ten to twenty minutes (including changes of clothing if he is wet) in a period of two hours. A child eighteen

months old should play his whole waking time without needing more than ten minutes an hour of individual attention. (Of course meals and the toilet should not be conducted on a play basis. They need constant supervision.) Outdoor play-time may need a disproportionate amount of supervision unless the yard be thoroughly protected. By the time the child is three, he should not need more than two or three brief helps, and perhaps half an hour of romping with an adult, in his whole day's play."

Fenton. Page 41, L. 21 through L. 33.

"A wise parent is in no haste to remove obstacles from the baby's pathway; it is one of his keenest joys to overcome difficulties for himself, if they do not tax his strength and ability too severely. Valuable habits of character are encouraged by allowing, or even providing, a judicious amount of practice in surmounting difficulties, in addition to the useful lessons in motor skill which such experiences bring.

"The tendency to repetition is a marked feature of childish play. Having performed some simple action once, the baby proceeds to repeat it again and again, and seems to find high satisfaction in a monotonous sequence of repetitions which would drive a grown person to madness."

Fenton. Page 48, L. 8 through L. 13.

"Of course one must make sure that he is not expecting more of the baby than he can as yet achieve. If he really cannot manage the task by himself, come to his assistance before his impatience mounts into real distress, or worse, into rage. Mere tantalizing will soon ruin the best disposition."

Strang. Page 106, L. 10 through Page 107, L. 11.

"The first ventures in walking are continued, until by the end of the second year the child can walk without thinking about it. As the process of walking becomes more automatic, attention can be turned to other things. While learning to walk, the child has no eyes nor ears for scenery or conversation, just as while learning to ride a bicycle or run an automobile, the adult cannot let his attention wander over the landscape.

"In addition to learning to walk, the baby also learns, during the second year, to run, climb, go up stairs, stand on one foot, and play ball. He seems to be omnipresent on his active little legs. An 18-month-old baby can run away from his mother, and can play ball with his daddy, who is standing three to seven feet away from him.

"The two-year-old will begin building towers with blocks and will really play with toys instead of just 'hustling things around.' In the sand pile he learns to dig, and to fill and empty little cups and pails. He will make mud pies, pull little wagons, steer his kiddy car around a chair, sweep with his little broom, and work in the garden with his little rake and shovel.

"He should also engage in helpful activities. Even a two-year-old can help his mother. When being dressed he can learn to put his arms and legs through the proper openings. . . . He should feed himself with a spoon without much spilling, and drink from a cup or glass. He should put away his toys when he has finished playing with them."

Pyle. Page 69, L. 29 through Page 70, L. 6.

"Childhood and activity are synonymous. After we reach

maturity our sensations may not go over into immediate activity. We learn to delay action, but not so with children. To what they see and hear and feel they want to give instant response. They cannot wait. As a result there is constant activity; and the result of the acting is health and growth."

Gruenberg. Page 129, L. 18 through Page 132, L. 5.

"The young child, before he is old enough to play horse, or to imitate other activities he sees going on around him, gets his play from handling a rattle or a ball, from random movements of his legs and arms, or from playing with his fingers and his toes. He derives satisfaction from the sensations of touch and sight and sound, as well as from the feeling of freedom and the sensation of his active muscles. But this infantile play is not only satisfying to the child; it is a means for learning the use of his little hands and arms and legs. When the baby learns to crawl, and later to walk, he derives pleasure from the exercise of his newly-acquired arts, and at the same time attains perfection in the use of his limbs and in the correlation of his muscles. He is also gaining strength with his growth, for these muscles will not gain in strength unless they are exercised. Of course, the child does not know about these advantages of play; but the mother should know and give the growing child every opportunity to exercise himself in every possible way; for thus alone can he gain in strength, in endurance, and in confidence.

"When the child is a little older, his play takes on new forms, for he is now deliberately making things: the chairs become wagons and animals, the corner of the room may be made into a lake, a pencil or a button-hook is quite long

enough for a fishing pole, and a handful of beans may be converted into all kinds of merchandise, coins for barter, a flock of birds, or seaside pebbles. That is, as the child's experience broadens, he finds more to imitate, he exercises his imagination more, and combines into more complex plays the materials he finds about him. But all the time the child is working, as much so as an artisan at his task; and all the time the child is learning, more rapidly probably than if he were at school; and all the time the child is playing—that is, enjoying the outlet of his impulses.

“Play has been called the ideal type of exercise, because it is the kind of exercise that occupies the whole child, his mental as well as his physical side—and later, also, the moral side. In play the exercise is regulated by the interests so that, while there may be extreme exertion, there is not the same danger of overstrain as is possible with work that he is forced to do. In play the exercise is carried on with freedom of the spirit, so that the flow of blood and the feeling of exhilaration make for health.

“When children begin to play at work, their activities are not entirely imitative, although the kind of work they choose will be determined by the kinds of activities that go on about them. The child has real interests in work; and these should be encouraged and cultivated. The chief interest is, perhaps, the growing sense of mastery over the materials which the child uses. He can make blocks take on any form he pleases; although the first house he tries to build is apt to be just a random piling of his material, there follows a growing deliberation and planning, so that he comes at last to make what he has intended to make, and not merely produce an accidental result.”

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IV. Many are the activities in which children engage. What they do is influenced by what they have to do with. The children who have an overabundance of wind-up and mechanical toys spend their play time differently from those whose materials are adaptable to varied uses such that they can make them serve many purposes, build with them, or use them in dramatic play or other interests. Children need materials to stimulate vigorous physical activity and others to stimulate quiet activity. They need vehicular toys and constructive toys. They need toys for manipulation and toys for dramatization. They need toys to play with alone and toys to share with others. A few toys need to be in duplicate so that playmates may use them together.

What materials should be provided for infants and young children to promote growth? Why are certain materials of value while others are not and what are the principles which should guide us in our selection of them? The answers to these questions depend upon the interests and needs of the children. The principles are discussed in the following quotations.

Fenton. Page 52, L. 26 through Page 55, L. 32.

"The principles which should guide the selection of toys are few. Toys for a baby should be simple, durable, artistic in shape and color. For the tiny baby, who may still put things into his mouth, toys must be easily cleaned; things which may be boiled are safest. The final and most important criterion is the number of things a baby can *do* with a toy. The best toy is the one which most stimulates the child's own activity. A sturdy little wagon which the baby can drag about is better than the most elaborate mechanical toy; a set

of building blocks is worth a dozen ready-made dolls' houses. There are all sorts of articles in every household which the baby can use and enjoy; frequently these prove more interesting than ready-made toys. Empty card-board boxes, spools, all sorts of kitchen utensils, cans, boxes, bottles, etc., with covers which may be put on and off, and dozens of other simple articles to be found in every home may provide excellent playthings for the baby. Obviously, an exhaustive list of possible playthings would be endless. The most unlikely objects may furnish a child untold amusement. Major's baby took immense delight in a battered old Derby hat; some small clean fish vertebra amused Dearborn's young daughter, despite their odor of rancid fish-oil; the family shoes were for some time the grand passion of my little son's life! The list given below represents the more obvious types of playthings, which may, of course, be supplemented indefinitely from pantry or storeroom, as the inclinations of the individual child suggest. The dates given are meant to indicate the time at which a given toy is first likely to appeal to the child. Many of these toys may hold their interest for years, even. The only early toys which later dropped out of use during my child's infancy were rattles, and this was probably only because there were no longer any around the house. Had there been, he would very likely have found some use for them in his play. The same toy, if it be a well-chosen one, should hold its appeal for a long time; the way the child uses it will change. Thus my baby at two months played with strings of beads, fumbling at them, jingling them, pulling them about. At one year he played at putting them over his head and taking them off again; at two years he liked to string and unstring them. Pieces of paper were early used for crum-

pling and rattling ; later they were desired for use in marking with crayons or pencil. *The lists for later months should therefore be thought of as including also all the articles listed earlier.* Especially such toys as balls, blocks, dolls and toy animals, sandpiles, continue to be enjoyed month after month and year after year.

"TOYS SUITABLE FOR BABYHOOD

Ready-made Toys

Home-made Toys

1 TO 3 MONTHS

Rattles, strings of beads, celluloid and rubber rings, small animals of rubber or celluloid.

Spools, strings of buttons, light spoons. Chains made by linking large safety pins together.

3 TO 6 MONTHS

Floating celluloid toys for the bath. Bells.

Small lids and covers. A cup and spoon. Clothespins. Rattles made of aluminum salt shakers, tea-balls, etc., with small pebbles inside. Sheets of clean crisp paper.

6 TO 9 MONTHS

Light wooden blocks. Dolls. Toy animals. Picture books.

Various kitchen utensils—egg-beater, potato masher, wooden butter-paddle, etc. Hard fruits and vegetables of different shapes, such as oranges, cucumbers, small gourds and squashes, etc.

9 TO 12 MONTHS

Nests of hollow blocks or boxes. Blocks. Books, to use in turning pages as well as to look at. Balls. All sorts of manipulative toys—an abacus, small games of quoits, etc.

Sets of pans, cups, cans, boxes, etc., which fit one inside another. Jars, bottles, etc., with removable lids to take off and put on. Boxes or baskets containing a number of small objects, which may be taken in and out. Handfuls of old post-cards, etc.

12 TO 15 MONTHS

Primers with simple stories. Toys to drag or pull about—a small wagon or wheelbarrow, a bell mounted on wheels, toy animals set on wheels, etc. (Such toys should be solid and not too easily tipped over. A two-wheeled cart or wheelbarrow is better than a four-wheeled one, because less liable to upset in turning corners.) Toy replicas of household articles—iron, broom, shovel, doll's furniture, etc. Toy chair to sit on.

A cylindrical can or carton impaled on a string or wire so that it will roll as it is dragged about is often even better than toys with wheels at this stage, because it turns in any direction readily without upsetting. Pebbles, a bell, or something of the sort, may be put inside to make a noise. Empty boxes and cartons.

15 TO 18 MONTHS

Toy trains, autos, etc., more miniature household articles. Crayons and pencils to mark with, toy blackboards, slates, etc.

Box to climb upon (an apple box is of a good size to climb into and out of. Care should be taken that there are no nails, splinters, etc.). A plank raised on one or both ends to walk on and bounce on.

18 TO 24 MONTHS

A sand pile, bucket and shovel, shells, various toys for digging, etc. Toys which enable the child to reenact his own real experiences, such as toy airships, farm implements, trains, doll carriages—whatever he has encountered and enjoyed in real life. A swing. More elaborate blocks.

Scrapbooks, made by pasting pictures cut from magazines, etc., in blank books or books made of heavy butcher's paper. Blocks made of left-over lumber, etc."

Mateer. Page 92, L. 14 through Page 94, L. 41.

"What are some of the things a parent may expect a normal child to do and the ages at which such abilities may be expected to develop?

At birth or within 48 hours—

Grasps a finger placed in his hand.

Sucks an object placed in his mouth.
Raises hands in startled fashion if lifted or moved suddenly.
Cries.

At 6 weeks—

Fixes eyes on bright object or light.
Stops crying for a moment if picked up.
Moves head and lips, hunting food when hungry.
Has two cries—a temper cry and a hunger cry.

At 3 months—

Gets his finger into his mouth occasionally.
Observes object with both eyes co-ordinating. Follows bright object with eyes, not just with head movements.
Grasps objects (frequently his clothes) in his hand.
Shows attention to, or is startled by, bells, rattles, etc.

At 6 months—

Reaches for objects.
Fixates eye on object in his own hand.
Holds things indefinitely.
Balances head when sitting supported.
Gurgles and makes other elementary sounds.
Plays and likes to have some one play with him.

At 9 months—

Sits up alone, without support.
Pounds and bangs with toys.
Hunts for a toy he drops.
Usually has learned some play acts, such as waving 'by-by.'

At 1 year—

Stands, holding on to something, unless very heavy.
Takes step if supported.
Makes various and numerous sounds.
Can feed self a Graham cracker or Zwieback.
Gets over the floor by hitching, crawling, or scooting.
Throws objects, at least by dropping them.
Knows when people are new or strange.

At 18 months—

Walks all around objects and usually takes short walks without holding to anything.

Tells in signs, and with some words, his hunger and thirst desires, his likes and dislikes.

Puts one toy in another. Rattles and shakes things, opens and shuts things. Builds a little.

Climbs stairs.

Obeys simple commands, such as 'Give me some.'

At 2 years—

Talks.

Walks, and runs.

May be clean for bowels and bladder evacuation.

Feeds self.

Points to objects in pictures, pats mama, kisses babies, etc.

Scribbles.

Builds with blocks.

Helps undress self.

Imitates many adult acts.

At 3 years—

Can draw a circle.

Repeats sentences and many-syllabled words.

Knows whole name.

Plays with dolls, autos, wagons, etc.

Knows parts of body, can at least point to them if they are named.

Imitates daily-life activities in play.

Goes to toilet alone. (If trained.)

Can ride a velocipede with little training.

At 4 years—

Counts to 3 or 4.

Knows where he lives and usually the telephone number.

Can learn short nursery rhymes.

Builds, and uses other toys in complicated games. Often takes the part of two different individuals.

Can do errands in trustworthy fashion within the home.

Undress self entirely.

Can wash his own hands if allowed to do so.

Can report simple details from his day's experiences.

At 5 years—

Talks fluently.

Tells imaginative stories.
Counts seven or eight correctly.
Describes pictures in great detail, using phrases.
Can carry messages easily.
Can imitate almost any simple hand activity.
Memorizes poems readily.

At 6 years—

Knows right and left sides of body.
Counts correctly thirteen or more pennies.
Can go errands properly in the neighborhood.
Can tie a knot.
Is able to imitate drawings and simple letter printing.
Can retell stories once heard.
Goes to school alone if the distance is not over half a mile.
Can give self bath under supervision.

At 7 years—

Ties a bowknot.
Writes legibly from copy.
Can learn, in half an hour, four lines of poetry.
Can dry dishes and set a table properly.
Can go to a known place alone on street car, if traffic is not so heavy as to make it dangerous.
Takes own baths, with final inspection only.
Describes pictures in terms of the action in them.
Can take care of a younger child, with some training."

Patri. Page 106, L. 1 through Page 107, L. 25.

"When you buy a toy for a child do you stop to think what it will do to him or for him?

"You are careful about giving him a sharp knife, a gun, or a drum, lest he hurt himself or annoy you. But the toys you buy for him?

"Of what earthly use is a stuffed rabbit to a healthy, active child? He tosses it on the floor and runs off to see something that moves and will do something. The horse that does

not go, the doll that cannot be used, toys that are only to look at are silly and useless.

"A child should have the toys that will train him along the way you want him to go. . . .

"A set of garden tools are good things for children to have if they live where they can use them. Gardens and children belong together. Live rabbits are a great improvement upon stuffed ones. . . .

"A box of blocks that can be made into houses and barns is a fine toy. The blocks must be big. The house and the barn must be large enough to put the animals into, store the automobile, and house the attendants. The toys that fit out the barn should be selected with an eye to rough service.

"If it is possible to give the child a chair that was made for him, a table that fits the chair, dishes the right size for his table and his hands, a little tub to wash the dishes in, a low cupboard to put them away in, he will be a happy child indeed.

"Just show him how and then leave him alone. Let the child do his own work, do his own thinking. Let him take things apart and put them together again without interference. If he asks for help, give it to him, but give him no more than he needs. Let him use his toys and, using them, grow."

Johnson. Page 68, L. 27 through Page 74, L. 19.

"To us the play activity of children is a dynamic process, stimulating growth and the integration of the entire organism as no system of training however skilfully devised could do. Therefore in our choice of equipment we have tried to provide materials which would not only develop the bodies of

children, but which would also have genuine play content and would follow the lines of genuine play interests. That is, in providing wagons and kiddy cars, pails and shovels, springboards, seesaws and swings, slides, steps and packing boxes, dolls, blocks, crayons and clay, we are thinking of their play use as well as of the effect of exercise with them upon muscular development. We mean for the most part to avoid what might be called static material. By static material I mean things that have a simple and limited use. An example would be a set of blocks cut so they could make only one sort of construction. We try on the contrary to choose things that have a variety of uses or the possibility of progressive use. The blocks are the most striking illustrations. The smallest nursery children who play with them at all carry them about—handling, manipulating, then shifting from one place to another—stacking them in a mass without form or design or apparent purpose other than that of putting out energy. From this use to the construction of an elaborate design or a building which is named and with which the children play, stretches a period of months at least, during which various action patterns are maturing. Much of the material is actually novel to the children. Its form, or structure, and its other properties are unknown and must be made a part of their experience. At first it means nothing in terms of the dynamic relationship between 'that' and 'me.' They see things and persons as undifferentiated wholes and use them in an objective fashion which takes little account of cause and effect. They push the swing and are unprepared for the resulting blow; they do not place their blocks evenly and are unaware that they cannot stand securely on the tottering pile; they stride the kiddy cars but are very likely to

walk, carrying them between their legs instead of sitting upon them. A block conveys one impression when it is a block-on-the-floor and quite another when it is a block-in-a-pile which is the construction of another child. Awareness of differences, discrimination, interest and initiative in choosing and using the material, the feel of the pattern possibilities, whether as design or construction, are stages through which we believe a child passes at his own individual rate. The stage of the true construction—a building designed to serve an end and used after it is completed—comes later. . . .

“Blocks are, as has been said, unusually simple and clear examples of educational material, but in all the types of playthings and apparatus mentioned there can be traced the growth processes involved in their use. The use of the swing seems more limited. If, however, the growth and development of the pattern is followed it is found that a great elaboration of the first simple method takes place. The completed pattern shows the ability to use the apparatus and to control the body in a variety of ways, to sit and propel oneself, to stand and pump alone or with another child, to twist and spin and to approach near enough to push a child in the swing without allowing it to hit one in the rebound. When the finished product is compared with the performance of a small child to whom none of the qualities is known and who has continually to be protected from disaster, it can be seen that here again is material which can be used more or less efficiently and elaborately as the child is more or less matured in physical control. . . .

“Another consideration governing our choice of equipment is that of permanent or progressive use. Our age range is

wide, though less so than in many nursery groups. Our equipment is unsatisfactory if it fails to meet the needs of our children as they progress in age. Little children come to us with a very limited experience. When the dramatic element enters into their play it represents an attempt at reproducing details of their experience. The block pushed over the floor may be a boat or train. The play is brief and undertaken largely for the motor and sensory enjoyment of the push across the floor, generally to a vocal accompaniment. There is at first no attempt at even an approach to representative form in the construction. A single block will serve the purpose and the 'choo choo' sound may be the only train noise that is given. Gradually more qualities emerge and this mass which is a train shows further details which are reproduced. The bell and whistle sounds, the noise of escaping steam, smoke stacks, sand domes and then wheels are added, and after a time—though usually not before five years—a railway system with tracks, station, turn table and signals develops. The same is true of the domestic play that so absorbs little children. Dolls are used, at first usually to put to bed but gradually the entire cycle of personal care which the baby has experienced so intimately and for so many months is reproduced in play. Maternal solicitude and discipline are represented with real histrionic skill and all the domestic processes from laundry to dressmaking are carried on.

"The child sees additional possibilities in an environment of materials which he can adapt to his purposes, but his constructive attack upon it depends first upon the sort of growth patterns that are developing and second upon whether life is bringing him experiences which stimulate his play purposes. The baby will play out all that he has of content and will

elaborate his play as his content becomes organized. The importance of educational principles such as these must be recognized in planning a nursery school environment."

Lucas. Page 173, L. 5 through Page 176, L. 30.

"... the kind of toy becomes of utmost importance in its value to the little child. Toys were never intended as substitutes for a mother's intelligence or a father's understanding interest. Too many grown-ups sin grievously against little children in the matter of toys. Every modern toy department is the proof of this statement, filled as they are with cheap imitations of real things or expensive finished copies of things the little child wants to make for himself. The safest guide in choosing toys for little children is never to give them anything that requires nothing of them. One often hears the complaints of well-intentioned parents that the children tire so quickly of their presents and seem spoiled and unappreciative, when the reason for this state of mind lies in the fact that the toys are complete in themselves, requiring no effort on the child's part, allowing him no chance to express himself creatively. It takes a strong character at five years to visit a toy department and come back to home toys serene, not because the child wants all he has seen, but the things he has made himself seem dull and inadequate for a time, and it often takes a day or two for his own creative imagination to reclothe, as it were, his own simple 'make-believes.'

"The sand-box gives more pleasure to the child under six than any other thing, and it may be built on a porch or a roof or a slightly sloping part of the yard where the sand may be drained and kept clean by sunshine. In this way the sand-box is an available playground almost all the time, and with

a few simple toys such as old spoons from the kitchen, a clean lard pail or two, the empty baking-powder tin, some flat, smooth pieces of kindling wood to pat models of sand into shape, some clothespins, some shells, the little child is busy for hours. . . . Lucky is the five-year-old whose mother will allow her to sit at the end of the big kitchen table on baking day and learn with real dough to make biscuits that go into a real oven and come out little tiny cakes. . . .

"Blocks, clay to model, drawing materials and crayons, paints, pencils, and paper and a small blackboard are excellent tools for this period. At five, children delight in the low carpenter's bench and table and real tools to make things with soft wood. Large and small wooden boxes are a great joy, so many things can be made of them: houses and carts, high towers and low bridges, and stables for the horses and cows."

Johnson. Page 72, L. 15 through L. 29.

"We do not believe that sense experiences should be given by training, but by providing materials the use of which leads to sense discrimination, because again we are convinced that with self-initiated use comes power. Our children play with things of different weights and sizes: boxes, blocks, pails empty and pails filled with sand; with things of different colors: crayons, clothing, dolls, covers, blocks; with things of different textures and consistencies, and as they use these materials they are becoming aware of differences and likenesses, of qualities and relationships which will lead to sensory acuity. They then perceive the qualities in their relation to the phenomena in which they are seen, not as isolated sensations."

Foster and Mattson. Page 48, L. 6 through L. 34.

"Play material should be selected with reference to durability. If small children are to be taught to take care of their toys, they must be provided with toys which are worth their trouble. Not even the most careful child can get real joy or benefit from many of the flimsy articles which are bought because they cost only a few cents. After these cheap impractical toys have been used a few days, a wheel comes off, or an eye falls out and the toy cannot be mended satisfactorily. . . . The perfect piece of apparatus is the one which appeals to many different children of a fairly wide range of ages and the one which can be used in many different kinds of activity. Such a one is a set of blocks of wisely selected sizes. A poor toy from this point of view is one which can be wound up to produce one particular motion but cannot be used for any other purpose. The adult may be interested, perhaps, in the clever way in which the inventor has reproduced the semblance of some action, but the child is not concerned with the mechanics of the device and after a comparatively short time he fails to derive pleasure from watching the tin man dance on top of the box.

"The . . . requirement of all furnishings is that they can be thoroughly cleaned. Generally speaking, then, toys should be made of wood, rubber, metal, or cloth, which can be washed. Woolly animals, dolls with real hair, and other toys of that nature should be used only in a group of clean children."

Foster and Mattson. Page 49, L. 1 through L. 24.

"Whenever possible the play materials should reproduce the conditions of actual life. Toy animals, for example, are

more desirable when made in approximately the correct proportions and right colors than they are when the rooster towers over the elephant and the horse is painted green with pink spots. There is, of course, a limit beyond which such reproduction is of little advantage. From the point of view of encouraging the development of the imagination, a stick of wood may be more satisfactory than the ordinary doll to be found in the stores. The simple toy which leaves many details to be supplied by the imagination is very good; the toy with elaborate but incorrect details neither stimulates the imagination nor aids the child in the acquisition of facts.

"A piece of play material may be chosen for some particular purpose. A toy telephone, for example, may induce a lazy two-year-old to attempt talking. A ball may stimulate group play; a picture book may result in group conversations.

"A further characteristic which is desirable is that the play equipment be artistically designed. Our notions of art are learned through experience and there is no reason why a child's toys should not be colored and shaped so as to conform to a reasonably high artistic standard."

Foster and Mattson. Page 61, L. 24 through L. 34.

"The paint used must be a water color for the simple reason that clothes are always spattered and mother must be able to wash the paint out. . . . Painting at easels is preferable to painting at a table. A double easel provides for two children in a smaller space than two single easels."

Garrison. Page 2, L. 17 through L. 21.

"The tables and chairs must be selected with special thought for the children's posture, physical comfort, and so-

cial needs. The regular wooden work-chair should have a saddle seat and curved back, both of which are designed for the proper support and comfort of the child's body."

Baker, Edna Dean. Page 15, L. 2 through L. 12.

"The child should have a chair, carriage or go-cart so built as to meet the needs of his small body and provide the right sitting position. He should learn early to sit back in his chair, with feet squarely on the floor, and with back well supported against the broad piece at the back of the chair. The seat of the chair should be curved to fit the shape of the child's body and should be large enough to hold him comfortably. He should be taught to take a pride in his own furniture selected to give him satisfaction and to be used by him."

Johnson. Page 71, L. 8 through L. 30.

"In choosing materials we avoid those that prove to require in their use adult supervision beyond what is needed to safeguard a child's initiation to them. Materials which are too heavy or cumbersome for the children to manage or which must be used with a degree of caution beyond their powers, we discard. An example of such toys is a large box which the children wished to load upon one of their express wagons. It was too bulky and heavy for them to lift or to mount safely."

Foster and Mattson. Page 47, L. 9 through L. 26.

"It may perhaps seem manifest that no equipment should be supplied which is in any way dangerous or harmful. This means that in adopting a new piece of gymnasium apparatus,

the approval of a pediatrician should be secured. We have, for example, excluded roller skates from our list of desirable apparatus because of the belief of physicians that the pull of the heavy skate tends to result in an enlargement of the ankle bones. For a group of small children, toys or utensils made of glass should be excluded. Sooner or later the glass object is certain to be broken and cuts and scratches usually result. Moreover, if the glass object breaks in the sand box, as it frequently does, all the sand must be discarded to prevent further mishaps from hidden bits of glass. The desirability of any pieces of equipment with sharp points or edges, such as pointed scissors, saws or hammers, is open to question. If used at all, such tools must be kept under strict supervision."

Fenton. Page 48, L. 14 through Page 49, L. 20

"In the clumsy learning period, a considerable number of toys are helpful. When hands cannot yet go voluntarily to meet a desired toy, the child gets more opportunity for practice if there is something to handle in any direction where chance may lead his fingers. But just as soon as eyes and muscles have learned to work together to seize and handle an object seen, a few well-chosen toys really serve the baby's best interests better than a too great profusion. Too many toys become distracting, and the child loses valuable training in habits of attention. During a visit of something less than an hour to the mother of a seven-months-old baby, I saw the devoted woman hand her small daughter in rapid succession over forty small objects, which hung in toy-store-like fashion around the four sides of her crib, and covered the top of a near-by table. As fast as the baby received a toy,

she let it drop from her fingers, and her mother, with an anxious cry of 'Oh, didn't she like the rattle?' or 'Would she rather have the dolly?' handed her another, which was as rapidly discarded. At the rate of almost one a minute balls, rattles, picture-cards, rings, toy animals, bells, and every conceivable object that a baby could handle, passed in a steady stream through those imperious little fingers. The mother was trying, with the most earnest devotion, to see that her darling lacked no possible advantage for training or pleasure, but the baby would have been learning more valuable lessons, and quite as happily withal, had she been given three or four of the playthings and left to her own devices to handle them.

"It is useful and stimulating to have a considerable variety of toys, but they should be changed at relatively infrequent intervals, and three or four at a time are a great plenty. When the baby has exhausted his interest in these, another small group may be substituted, but not before the possibilities of the first set have really been exhausted. It is a wise plan, too, to keep a few especially interesting toys put away for times of need—the rainy days of babyhood, as it were. When the child is ill or fretful, or when the mother has need of an uninterrupted hour, a fresh toy or group of toys may save the day by virtue of their novelty. A wise rotation of toys insures interest and pleasure in solitary play, and thereby serves a number of useful ends."

Faegre and Anderson. Page 210, L. 25 through Page 211, L. 11.

"Too many toys lead to much the same results; extravagance and fickleness are bred in place of the concentration which is developed in connection with a few playthings, care-

fully chosen. Materials . . . which can be changed and modified to meet the constantly growing needs of the child, should be substituted for mechanical toys which leave little or nothing for the child to do.

"It is important that we keep in mind when selecting or planning for toys, the growing and changing needs of the child. Too often the eye of the adult is caught by playthings which are of only passing interest to children. To be of value equipment and materials should be of permanent and lasting nature, and should be readily adaptable by the child as he develops. Blocks furnish a splendid basis for developmental play because they lend themselves to so many uses."

Garrison. Page 3, L. 15 through Page 5, L. 3.

"We know that children must have opportunity to develop the large fundamental muscles first; therefore we provide apparatus, the use of which in climbing, swinging, pulling, etc., will encourage exercise of the entire body.

"We want the blocks and other playthings to be large enough for the children to pick up and handle easily, with no strain on the finer muscles, but we do not want them unwieldy in size or so heavy as to cause strain through using them. . . .

"The particular stage in intellectual and social development of each child is the next point to be considered, together with the study of the materials and activities which will be most fundamental in fostering this development.

"We know that certain tendencies such as the desire to imitate, to construct, to investigate, to do things alone, to do things with others, to collect, to fight, to dramatize, to adorn, to express, to play father and mother (parental), etc., are

developing and asserting themselves at this age, and we want to supply the materials which will give these tendencies constructive stimuli."

Garrison. Page xv, L. 14 through Page xvi, L. 22.

"First. The materials must stimulate self-activity leading the child to invention, originality, ingenuity, and industry. Toys are not to amuse. They must develop the attitude of the creator, the participator rather than that of the spectator. . . .

"Second. The materials must reach the child on his own level of maturity—they must be adapted to his ability to handle and manipulate with success, to his level of interests and to his powers of organization.

"Third. While all toys and play materials cannot be beautiful in and of themselves, they must not violate any principles of æsthetics or art. . . .

"Fourth. Toys and play materials should represent good workmanship if they are to stand the normal wear and tear of little unskilled hands in the processes of learning control. Economy requires durability, which depends in turn upon good workmanship or manufacture.

"Fifth. It should go without saying that all play materials should be hygienic and sanitary. . . .

"Sixth. Some materials must be selected because they make it possible for the child to work along, with little or no guidance from adults, and without the co-operation of his playfellows."

Dixon. Page 154, L. 18 through L. 22.

"With the small child it is often difficult to name work and play because in the middle of a job he will call out, 'We

are having fun,' and when he is at some play pursuit he will puff, 'We have so much work to do.'"

Blanton and Blanton. Page 122, L. 16 through Page 123, L. 26.

"The child of nursery age is ready for any opportunity given him for the development and co-ordination of his body members. Anything on which he can pull, push, climb, balance, walk, swing, roll or run is veritable bait to this young gymnast. Therefore, the following suggestions are excellent for out-of-door apparatus: Ladders—a stationary one, a movable one of three or four rounds and a horizontal one at a comfortable height. Boards for walking up on, adjusted as the child may desire. Boxes on which boards can be placed, to tempt the ones who like to walk over 'bridges.' Rope swings of various heights with wide board seats to suggest standing as well as sitting. Teeter boards, made of a plank over a horse or the more elaborately constructed ones. Ground space for long hauls with wagons or sleds or for riding on stick horses. Ground space, also, for toboggans in season. A slide that can be moved from high steps to a low wall or low steps, or even under the porch for a rainy-day safety valve, is a splendid investment. Cement space for running wheel toys.

"Large boxes or blocks, hammer and nails, chairs, a rug or two, a movable table, jump ropes, kiddie cars, and almost anything on wheels furnish additional equipment. A sand box and a mud pie corner equipped with spoons, sieves and funnels make a place of interest for children at all times. When none of these is possible, a jar of wet clay is a splendid substitute or is an additional incentive to activity. A tra-

peze bar or ring gives an additional zest to the horizontal ladder. A set of three or four steps is desirable to jump from, or for little sociable groups of story tellers to sit on.

"For indoor play, a blackboard and crayons, pencils and paper, scissors (blunt), paint, bubble pipes, and clay or plasticine are suggested. Blocks, sturdy cars and engines, wagons, and play animals are a nucleus for one type of interest. Dolls, tables and chairs, beds, cradles or buggies, clothes, floor cloth, broom, pan and duster, wash tub and *water*, clothes pins and line satisfy another play interest. For the quiet moments, books—stories, rhymes, and music books. Picture puzzles and blocks for design become a basis for co-operative help and interest of parent and child."

Faegre and Anderson. Page 171, L. 3 through L. 14.

"Many children are refused opportunities to learn through touching, handling, grasping, throwing, etc. In an environment planned for grown-ups the child makes futile attempts to turn what he sees to his own uses. The mother who cannot stand the clutter on the kitchen floor that arises from the fifteen-month-old child's efforts to fit pans and covers, to screw on jar tops, to pour and measure, sift and strain, is short-sighted. For the happy busy child who is engrossed in this first-hand experience with 'things' will give her more free time than will the bored child for whom she must constantly plan 'busy work.' "

Johnson. Page 66, L. 6 through L. 30.

"Our environment in the Nursery School then, as far as concerns the material equipment and the physical arrangements, is based upon what we know of growing children.

Practically we make our decisions regarding equipment upon the observation of the behavior of small children. We see them putting forth all the energy they can summon. We observe them pushing, rolling, hauling, pulling; we watch them running, climbing, balancing and, given unimpeded space and suitable accessory material, we see them gaining balance and control of their bodies through the exercise of the big muscles of trunk and chest and of the arm-shoulder and the leg-pelvis girdles. We see them touching, handling, manipulating, looking, listening, feeling, tasting or feeling with the mouth. We see them applying this method not only to their external environment but also to their own bodies, in the process of which they learn to use their hands and fingers with nicety. They include in their investigations the bodies and possessions of their associates, at first in a purely objective fashion but from a very early age with interest and, given opportunity, we can see their progress from their first assaults to a realization of a sort of social relationship with other children."

Foster and Mattson. Page 69, L. 17 through L. 19.

"The periods in which the child is allowed to select his own activity should be fairly long and preferably uninterrupted by requests. . . . In general, periods of active and quiet play should alternate.

"There should be play materials that encourage strenuous but not straining play, other play materials that encourage self-expression, the development of imaginative concepts, the acquisition of information, and so on. The environment must also provide opportunity for many kinds of habit training. During the early years of his life the child acquires

habits rapidly. If left to himself, he will develop some good, some bad, and some indifferent habits. The good home and the good nursery school will foster the development of the best habits and will prevent or at least hinder the development of undesirable habits. Some of the habits which are to be cultivated are those relating to personal hygiene, to eating, to sleeping, to desirable attitudes toward the individual himself and toward his fellows. The teacher and the wise mother encourage the child to learn to help himself and not to rely too greatly on the assistance of others. They teach him to prefer a clean body, and to continue his matter-of-fact attitude toward toilet processes. They guide him into acceptable social behavior, through such steps as learning to take turns and learning to differentiate between what is his and what belongs to another. They encourage him to stand up for himself without intruding on the rights of others. They help him to acquire emotional control and to direct his emotional reactions in acceptable ways. The school, to a greater extent than the modern home, provides a wide range of experience through stories, pets, expeditions, and through many kinds of play material. The school tries to provide such varied means of expressing ideas through all sorts of plastic and construction material that each individual child will be able to select the occupation in which he is most interested and in which he is most able. In these ways and in many others the nursery school tries to supply the child with an environment which is as nearly ideal as possible. In a group an occasional child may fail to get individual attention which he needs or an occasional child of nervous temperament may be overstimulated. In general, however, the advantages derived from the social contacts with other children and the learning to

get along without the constant presence of a member of the family outweigh minor disadvantages."

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V. The values of vigorous activity and exercise and the kind of equipment which promotes such activity are considered in the next quotations.

Dixon. Page 135, L. 5 through Page 136, L. 3.

"The child constantly seeks big-muscle activities. He seems to set up obstacles just so that he may work the harder. He is tireless in his seeking of new things to do with his body. And yet he knows a balance—a fine rhythm of work and rest, work and rest. He sets his own attention period and seldom knows fatigue—if he is not stimulated by outside pressure.

O'Shea. Page 306, L. 1 through L. 17.

"Any one who will observe a child in his spontaneous activities can hardly fail to note how deeply nature has implanted the climbing impulse. A child who does not have any other facilities for climbing will try to climb over the furniture in the house and even climb up his father. It requires a higher degree of judgment, resourcefulness, and physical skill and endurance to climb trees than to climb ladders, say, or any article of furniture; but if trees are not available, as of course they are not in a congested city, then the next best thing will be for the child to be given some freedom to climb the furniture unless he can be provided with a ladder. His father must be patient with him when he tries to climb up his shoulder. If proper provision can be made for climb-

ing, the impulse may be worked off in harmless ways; otherwise it will be a source of annoyance and possibly of damage in the household."

Walsh and Foote. Page 121, L. 5 through L. 20.

" . . . children should forget themselves entirely in the midst of the use of muscles that call upon all their available energies. They should have the chance, if it is at all possible, to run and jump, to play with hoops and balls, with kites, and above all with other playmates a number of hours every day. It is not recreation for children to take a quiet walk in the park, sitting down near their nurse or mother and watching passers-by, dressed immaculately, and constantly warned lest they should soil their clothing. Their clothing must be free and easy on them and they must be allowed to run around and do some climbing and tumbling and rolling and throwing and get the chance to use every muscle in their bodies, as they will if they are given any sort of proper opportunity to play."

Foster and Mattson. Page 50, L. 5 through Page 52, L. 24.

" . . . apparatus for climbing may be provided by discarded packing boxes, an ordinary ladder, a stepladder, or a climbing horse made by covering a low tent-shaped frame with slats. A short flight of steps ending in a small platform gives excellent practice for children not used to stairs.

"Swings provide almost endless joy. A broad board swung so that all four corners are supported and hung very near the ground can be used by children less than two years old. In the ordinary type of swing, it is perhaps needless to say, the ropes must be replaced frequently and the seat must

be permanently attached to the ropes to prevent any chance of accident resulting from the slipping of the seat. Variations of the swings are found in flying rings from which the child swings by his arms, the trapeze, which is too difficult for any but the most agile four-year-olds, the single strand of the giant stride which offers opportunity for a combination of climbing and swinging, the rope ladder and the single rope with a big knot at the end for a seat or with knots scattered up the rope to help in climbing. . . .

"A slide provides excellent exercise. . . . Seesaws or teeter-totters may be obtained in all degrees of refinement. . . . Bars of various kinds afford good exercise for large muscles. . . . Of the various vehicles, the simplest is the kiddy car. These should be without pedals for the smallest children. Velocipedes provide a fascinating way of learning to balance, co-ordination of muscles of legs and arms and so on. . . .

"For somewhat less active play there are wagons of various sizes, wheelbarrows, and two-wheeled carts. These toys are frequently used in plays with trains and automobiles. The . . . child is perfectly content with a wheelless train, such as the Blok-that-Lox and the train made by the Take-Apart-Toy Laboratory. Both trains are made of wood, without wheels and in both an indefinite number of cars may be joined together.

"A piece of apparatus which is particularly popular with the three- and four-year-old boys is the large, rubber-tired cast-steel truck. There are several good makes which will endure for years. The type with the widest applicability is the dump truck with no covering over the driver's seat. This design allows the child to kneel in the truck and steer the car

easily. Some of these steel trucks come also in a smaller size suitable for use in a sand box. Their price may seem excessive but when their durability is compared with that of the usual cast-iron truck, the steel car proves its worth."

Walsh and Foote. Page 122, L. 5 through L. 14.

"For the younger child the kiddie car should be provided, for the older ones the Irish mail, which tempts to the exercise of the arms, the coaster wagon for the legs and body . . . and of course the velocipede, the tricycle and the bicycle and roller skates. Unfortunately the free use of these has become rather dangerous since the advent of the automobile. These mechanical stimulants to locomotion, however, because of the interest which they arouse, are extremely useful in promoting bodily exercise."

Dixon. Page 143, L. 17 through Page 146, L. 6.

"We want this early physical world of the small child to be one of challenge and invitation rather than prohibition and fear.

"The chances are that our own background as children has not taught us what should be the standard for this experiencing. We must learn from the children themselves.

"Much of this experiencing is slow. Many children come to the nursery school from city apartments where there is little scope for physical activity. The nursery school is a world in itself. Physical progress is often closely related to social security.

"Billy, a little over two, has learned to use the apparatus of the little folks with a great deal of delight and freedom. Also he has made some friends. He is out of school for a

month. He comes back to a strange world. Cautiously he goes from thing to thing, orienting himself anew.

"Bobby is four years old. He is a thin, cramped child who does not know any of the joy of his body. He does not even walk with freedom. He watches the children for several days, and makes no attempt at friendliness. One day he jumps from the low seat of the sandbox—timidly, as one who has never jumped. He seems pleased. He jumps again. He now 'belongs,' in a way, to this world of bustling children.

"Francis Pim has learned great physical freedom at home but is the youngest of three small children. His delight seems to be in his right to put things in and out of places—to find himself in a world so much his own that he may experiment with no help or interference from an older brother or sister. He becomes absorbed in fitting pegs into holes in a board—in and out, in and out, matching colors. This security from interference is his physical freedom.

"Ernest, aged three, has a sister aged six. She has real physical prowess. He can never compete with her so he must resort to being a whining baby much of the time. But here are contemporaries; their world seems almost on his level of understanding. At first he has nothing to do with the children, and just watches. When they leave the slide, he crawls part way up and then lets himself down slowly. Soon he climbs the chicken coop and straddles it. Now he walks delightedly up and down a narrow aisle he has made between two rows of box blocks. He climbs in and out of the rungs of the ladder. He experiments daily—nobody urges him. Perhaps some day he will accept this world of contemporaries whose feats are not beyond his accomplishment.

"We can realize how little freedom there often is in home life when a mother rushes out of the school room on a child's first day saying, 'You are not going to let him go down that sliding board—why, it has not even side railings!' True, it hasn't. We had never thought of that before. We do not think of it now because we are so absorbed in a puny little boy of five who knows only fear instead of accomplishment.

"We have so few accidents, and they are so light. Where there is no atmosphere of fear, children fall relaxed if they fall at all, and so cannot get hurt very badly."

Sies. Page 235, L. 17 through Page 236, L. 14.

"To those who feel that apparatus for play is purposeless, the following example may bring a realization of the type of thinking required in bringing the necessary neuro-muscular co-ordinations about.

"A little boy of five years made his first perilous journey down the slide. Clinging to the side railing he let himself be swept downward by the force of gravitation. His little face was all puckered up with anxiety, but this expression changed to delight as he landed safely on the gymnasium mat with only a slight shock. Quickly running back he repeated the feat over and over again, changing the rapidity of his descent by strength of grip. At last he dared to make the journey downward without holding on. Having mastered this problem, he began to experiment in other ways. One day he noticed another boy sliding downward in a swimming position, without touching his hands or feet to the side railing. The first time he tried to imitate this act, he failed to get the right position, and, not trusting himself, caught hold of the side railing several times. After much

selection of means and ends, a process in which mind and muscle worked out the problem, he made the descent much as the other boy had made it, then repeated the act several times with evident enjoyment. To a careful observer the thinking process involved in these acts was none the less important because the end was reached by means of the whole body."

Strang. Page 181, L. 19 through L. 27.

"'But,' some mothers say, 'I'm afraid he will fall and hurt himself if I let him climb.' The chances are that if he learns to climb first a low sturdy chair, a small fence, a firmly fastened ladder of two or three rounds, and gradually more difficult things, he will not hurt himself so much as if he were allowed no opportunities for climbing when he was three or four years old, and at six years attempted to do the difficult stunts the other children were performing."

Dixon. Page 146, L. 12 through L. 24.

"Billy climbs up on the carpenter bench to get a saw. He takes it off the nail and sits down, ready to climb down again.

"Where is the floor! Little fat legs stretch far. There is no floor! He could call for help or he could turn around backwards and let himself down—both of these ways he knows. But no. He risks balancing. He supports himself firmly with two hands and one side of his body. The other half is stretched all along the side to the tip of the toe. Finally—security! The floor is there! He relaxes and smiles. He forgets that he wanted the saw at all. He must mull this over a bit."

Dixon. Page 149, L. 3 through Page 151, L. 12.

"There are moments beyond simple physical accomplishments—moments of high adventure, of breathless achievement, moments never to be repeated again in quite the same way. Sometimes it is a solitary experience—sometimes that of a group. We do nothing to bring these moments about; our only contribution is that we do nothing to thwart them. . . .

"The older children are playing on the little platform on top of the grape arbor. . . . What is this mysterious world up there where laughing voices sound so jolly! He must investigate. . . . One day he goes all the way up—slowly, very slowly. He surveys the top for a brief moment and then again, oh, so slowly. The rungs are so far apart and there are so many. Little beads of sweat are on his temples. At last he reaches the bottom. 'All done,' he breathes, just above a whisper.

"No adult enthusiasm mars the event. No adult fear blocked the way.

"Again and again we see those moments of adventure marred for children by over-anxious adults. We have no way of measuring the importance of this pattern of accomplishing, in a cleancut and constructive way, in the child's early attempts at complete independence, but we are learning that these early patterns are carried on in future attempts and we learn great respect for them."

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VI. Desirable as are climbing apparatus, vehicles and materials which encourage throwing and vigorous exercise, they are not sufficient. A child would be poorly equipped if he were not provided some materials to encourage construc-

tive, creative and planful activities. Such activities are discussed in the next quotations.

Strang. Page 152, L. 20 through Page 153, L. 4.

"Reasoning and judgment should be exercised by a child in planning his work—in selecting the materials he needs, deciding what to do first, where to get help, how to make blocks or clay or sand embody his ideas, and how to construct a wagon, a boat, a hat, or other objects which he needs in his play. A child . . . needs practice in planning and judging.

"When constructive activity is well under way, difficulties arise which demand thought. For example, if a child's play-house built of boxes tumbles down, he must invent a more secure way of placing them. If the tower he is building grows beyond his reach, he must devise some means of climbing up on a chair or a box placed on a chair in order to add more blocks to the edifice. A problem in which the child is interested is essential in order to stimulate and direct thought."

Strang. Page 191, L. 31 through Page 192, L. 10.

"A difficulty in doing something one is interested in is a potent stimulus to thought. To encourage thought, therefore, blocks, tools, sand or other manipulative materials should be at hand. A child will eagerly begin playing with these materials. When he 'strikes a snag' he should be left alone to devise some means of finding a way out himself.

"The person who says, 'Here are your blocks, Billy. Now build a nice tower' is depriving the child of the opportunity to make his own plans and to judge what materials and methods he will need in carrying them out."

Foster and Mattson. Page 54, L. 9 through L. 19.

"A set of hollow 'yard blocks' with a few planks will make a building large enough for the children actually to get into and serve as an impetus to all sorts of group social play. A convenient type of yard block is made of $\frac{3}{4}$ -inch stock, some blocks to measure 6 x 12 x 24 inches and others 6 x 12 x 12. The blocks should be painted to protect from the weather and should have fairly large holes or slots in the ends to prevent warping in damp weather and to serve as a means for carrying the block. These blocks may be used either outdoors or indoors."

Russell. Page 139, L. 7 through L. 22.

"The first beginnings of many virtues arise out of experiencing the joys of construction. When a child begs you to leave his constructions undestroyed, you can easily make him understand that he must not destroy other people's. In this way you can create respect for the produce of labor, the only socially innocuous source of private property. You also give the child an incentive to patience, persistence, and observation; without these qualities, he will not succeed in building his tower to the height upon which he had set his heart. In play with children, you should only construct yourself sufficiently to stimulate ambition and to show how the thing is done; after that, construction should be left to their own efforts."

Patri. Page 38, L. 19 through L. 26, and Page 35, L. 1.

"Then give the child something to do; stimulate his ideas so that he may have something to work out. He will build and create; imitate and dramatize the world about him and the world that we never see, his own child world.

"Keep him busy and he will be happy, and best of all to the busy, tired mother, he will be no trouble at all. . . .

" 'Nurse, please find out what Master Thomas is doing and stop him.' And the preoccupied Professor laid another sheet of work aside. At least that is what the story says he said.

"I quite believe the story. So many folk have the notion that whatever the child is doing ought to be stopped at once and he should do something that they want him to do. To be sure, they are not at all clear as to what he ought to be doing or why the thing they want him to do is any better for him than what he is doing. But, then, the child cannot be right—stop him.

"The average child's life is one long series of interruptions, from dawn to dark."

Stern. Page 311, L. 6 through L. 35.

"The child's love of destruction is well known. A piece of paper that once comes into his hands only leaves them in fragments, toys are bent and broken, the insides of dolls ransacked, things, arranged in proper order, are ruthlessly thrown into confusion, and even the beautiful tower his mother has built out of his blocks, to the child's great joy, is overthrown with even greater delight. We must not put too low or too high a value on this desire for destruction. It would be quite a mistake to see in it the expression of natural spite and malice, for the child has, as yet, not the faintest idea that he is destroying anything of value. But that other explanation of the child's craving for knowledge and investigation is only occasionally correct, at any rate in early years. The matter is much simpler. The child, in handling things

and practising his strength on them, meets with opposition, and is spurred on by this to so much the greater exertion, and delights in the final victory without heeding any other results. The consciousness of being the cause, which has so strongly an affective-tone of pleasure, can never be exhibited in a more elemental form than in destruction. All upbuilding takes time, can only reach its goal by single stages, but the impulsive 'I will now knock down the tower,' brings about a violent and immediate result.

"In this destructive activity the child will learn much even without any desire for research. First, the physics of resistance, the inertia, stability and weight of objects, then their inner constitution, which often appears as a consequence of the child's action, although quite unintentional. When the child is four or five years old, a real desire of knowledge may then lead to a more systematic dissection of things."

Fenton. Page 286, L. 1 through L. 14.

"He should be provided with plenty of playthings. . . . Destructible things should be kept out of the way so far as possible, to avoid needless thwartings, and he should be kindly and reasonably taught to treat with care such objects as must be left within reach. If, for instance, he is inclined to tear books, try to stimulate interest and pride in turning the leaves carefully, 'like father.' Teach him not to 'hurt' the book, and if he persists, take it away, making him understand that he may have it only when he handles it rightly. It is not a good plan to provide only 'indestructible' books and toys; for only through being entrusted with breakable things can a child learn care in handling them, and realize the consequences of carelessness."

Strang. Page 162, L. 5 through L. 16.

"Some authorities advise allowing the child to get slight hurts while under his mother's supervision so that he will avoid handling objects such as hot stoves and kettles, knives, scissors, and the like. This is practical in a limited number of cases. A more constructive method would be painstakingly to teach the child a safe way to use matches—allow him to collect papers, put them in the fire-place, and apply the match himself under supervision. Better than making the child afraid of sharp objects is to teach him how to handle knives, scissors, and pins so that they will not hurt him. Individual cases call for different treatment."

Foster and Mattson. Page 60, L. 1 through Page 62, L. 16.

"Colored beads of three different shapes (spheres, cubes, and cylinders) may be obtained in either a half-inch or an inch size. If the larger size is chosen, strings with unusually long metal ends should be selected, for the end on the ordinary bead string is too short to be used with the larger beads. Colored strings are more interesting to the children than the common black string and are not much more expensive. The smaller beads have the advantage of being more comfortably worn after a 'necklace' has been strung.

"Peg-boards whose many holes the child may fill with wooden pegs of five or six colors, are ordinarily obtainable in either a six- or ten-inch size. The pegs for the smaller boards may or may not have beaded tops; for the larger boards smooth cylindrical pegs are usually furnished. A sufficient number of pegs should be provided to allow the child to fill the board completely with pegs of one color if he likes. . . .

"Paper is used by nursery school children in combination with crayons or scissors or paste. Inexpensive manilla paper, paper in a cream or gray finish, and newsprint make satisfactory backgrounds for "pictures." Colored construction papers in a few of the primary colors may be provided for simple cutting and pasting. Enlarged crayons (about $\frac{5}{8}$ -inch thick) are much more serviceable than the smaller crayons and are sufficiently precise for the pre-school children. Large leaded checking pencils are more easily manipulated by the small child than the ordinary lead pencil. Blunt-pointed scissors are much safer than the pointed and will ordinarily cut with the required accuracy. Paste may be bought in quantity and given to the children a little at a time in small jars. Paste sticks or small stiff brushes are desirable for spreading the paste. . . .

"True sewing scarcely belongs in the nursery school, but occasionally a four-year-old girl demands the materials for a new dress for some doll. If she is provided with a fairly large-sized needle, strong thread and a bit of cloth she may be able to express her ideas satisfactorily."

O'Shea. Page 319, L. 2 through L. 29.

"Ask a young child, say two years of age, to thread a needle with a small eye. The chances are that he will be unable to do it, no matter how long and earnestly he may try. The reason is that he cannot control the extreme members of his body in order to perform so fine a task. When he tries to do it he will reveal strain and stress in his arms and hands and even in his face and legs. When he attempts a delicate, highly co-ordinated task such as threading a needle he uses muscles that ought not to be used. He employs more gross

power than is required to perform the task. A delicate task means to him a task requiring a lot of force, and so he overdoes it on the side of crude power and underdoes it on the side of delicate co-ordination.

"Nature clearly intends that a two- or three-, four-, or five-year-old child should not perform tasks requiring a high degree of co-ordination of the tips of the fingers and the thumbs. She intends that the child should be engaged in activities which require the use of the hand only in a coarse way. The biceps should play a more prominent part in the child's activities than the tips of the fingers. Coarse activities ordinarily do not require concentrated visual examination; but a task like threading a needle demands a high degree of co-ordination of the eyes. The child is long-sighted; nature evidently did not anticipate that he would have to do fine work which would need to be brought close to the eyes for critical examination."

Foster and Mattson. Page 61, L. 1 and Page 58, L. 6.

"Opportunity for wood work may be supplied by a low manual-training bench or an inexpensive substitute in the form of an ordinary kitchen table with a few vises attached. The tools selected should be of the best quality. The most popular and most easily manipulated tools are hammers and saws. The hammers should weigh from seven to ten ounces, should have a smooth handle, bell face and claw. The head must be securely attached.

"Sand is a material which is interesting to all young children and may be used either indoors or out-of-doors. Usually the out-door sand box is large and placed on the ground so that the children can actually get into it. If this sand is

dry, it may be used with funnels, scoops, trowels, sieves, dishes and cups. The indoor sand box is placed on a table of a height convenient for children standing beside it and is usually filled with moist sand. For use with it aluminum dishes and molds are invaluable. Rolling pins, butter paddles, cooking dishes, small trucks, wooden boats, etc., provide more complex play for the older children. . . .

"Water provides much amusement and much healthful play when used in warm weather or where wet clothing may be quickly dried. For summer play a wading pool is frequently the centre of attraction. . . . The children may be given further experience with water by letting them wash the doll clothes and doll dishes or the cups in which orange juice is served. . . . Other types of water play in which the children do not actually get into the water may include play with boats, celluloid animals, soap bubbles, and the like."

Strang. Page 183, L. 18 through L. 29.

"Children love to play in the water. If there are no little brooks or ponds out of doors to play in, the bathroom, the kitchen sink, or a wooden or tin wash tub helps to supply this lack. The opportunity to put on a rubber apron or a summer bathing suit, or with a towel pinned around his neck, to play with the little boats one has made, and celluloid aquatic animals, makes any day a red-letter day. On a rainy day, dressed in his waterproof coat, hat, and boots, the child can play out of doors in the rivulets and puddles. Rainy days spent in this way are welcomed rather than rebelled against."

Foster and Mattson. Page 36, L. 13 through L. 20.

"Other additions to the outdoor playground which provide

much desirable play activity are found in the 'digging corner' and the 'jumping pit.' The digging corner is merely a small section of the playground in which the children are allowed to dig as much as they like. If small-sized spades are provided the children will have great fun in actually digging up the dirt, perhaps even carting some away."

Garrison. Page 93, L. 24 through L. 31.

"If there is any out-of-door space for a garden some good garden-tools, including shovels, hoes, rakes, and trowels, must be provided, and also several strong baskets and pails."

Russell. Page 139, L. 25 through Page 140, L. 10.

"If a child has access to a garden, it is easy to cultivate a more elaborate form of constructiveness. The first impulse of a child in a garden is to pick every attractive flower. It is easy to check this by prohibition, but mere prohibition is inadequate as an education. One wants to produce in the child the same respect for the garden that restrains the grown-ups from picking wantonly. The respect of the grown-up is due to realization of the labor and effort required to produce the pleasing result. By the time a child is three years old, he can be given a corner of the garden and encouraged to plant seeds in it. When they come up and blossom, his own flowers seem precious and wonderful; then he can appreciate that his mother's flowers also must be treated with care."

Baker, Edna Dean. Page 70, L. 27, through Page 84, L. 31.

"Plants and flowers get their share of attention, especially the more showy varieties. He notices insects with peculiar noises or with color like the bee, butterfly and grasshopper. Birds and fish chiefly because of their movement and color

are eagerly pursued, while the song of the bird is an added source of delight. Animals and the domestic animals in particular, like the rabbit, the kitten and the dog, are his companions, and he endows them and in fact every living creature with sensibilities like his own. . . .

"The wonder of the child over the miracles of nature and the marvels of man's works should not be hastily brushed aside or subjected to ridicule and scientific analysis. Nature study during this period should be appreciative rather than analytical. Draw his attention to the loveliness of the flowers, to the twinkle of the stars, to the silver path of the moon upon the water, to the vivid color of the sunset sky, to the blue eggs in the bird's nest, to the emergence of the moth from the cocoon. Let the greatness and goodness of God steal over you as you wonder with the little lad."

Dixon. Page 52, L. 1 through Page 53, L. 6.

"Excursions are to be encouraged. There should be a part of the child's world where remote places may be explored under such conditions that fear will not enter. It may be just the far side of a room that is strange. It may be the blacksmith's shop, where 'sparkles' fly.

"It is good to have a pattern of inquisitive approach to the unknown under conditions conducive to satisfactory accomplishment. Some of us have never dared the unknown because of an early background of fear impressed upon us by adults, and we have never known the heightened experience of living fully beyond the limits of perfect security."

Pyle. Page 52, L. 6 through Page 53, L. 2.

"Trips and excursions should be almost daily occurrences.

Not only do these exploring trips promote health and growth but they are the source of much information about the world. A large part of the early education of the child consists in getting acquainted with the world he lives in. Nature has given him a tendency, a desire, that may well form the basis of this aspect of education. What pleases a child more than a trip to the woods, or a river, or a mountain? What brings more health, more development or more information? . . .

"It would seem to be best, then, to satisfy in legitimate ways the child's inherited, instinctive desire to roam and wander, utilizing these tendencies in his training and education."

Pyle. Page 53, L. 15 through Page 57, L. 3.

"Collecting tendencies are no more than the seizing and carrying away of whatever attracts attention. Very early in the life of the child, he reaches for and grasps whatever attracts his attention. When a baby sees a bright, shiny or highly colored object, he must seize and manipulate it, putting it in his mouth, pounding it, and, if possible, tearing it. This tendency is probably the remnant of a genuine instinct of primitive man, and . . . it can be used to advantage. The child can be encouraged to collect specimens in such a way that it will be a great help in his education. . . .

"The point is that by providing for boys and girls opportunities for exploring and for collecting we are making use of native, inborn traits and desires that prove to be an important means of education. These early experiences often prove to be the beginning of the training of a great and useful scientist."

Blanton. Page 123, L. 27 through Page 124, L. 2.

"At times pets can be brought in for a shorter or longer period, depending on the well-being of the animals and the interest of the child—a dog, a full-grown cat, a family of chickens, or such pets as turtles, snails, or white mice. The animals should live outside in housing quarters of their own, preferably on porches or in a yard. A list of animal pets may safely include the following: well-trained dog, rabbits, guinea pigs, a bird or goldfish. While the children should be interested in its care, the animal should not be dependent on them but on some adult."

Foster and Mattson. Page 55, L. 30 through Page 56, L. 24.

"Live animals may be of considerable value . . . if the children have an opportunity to observe them and to assist in caring for them. Such animals must, of course, be selected with care. Perhaps the most practical live addition to the . . . equipment is the goldfish. These are easily cared for and run little chance of accident. . . . A canary takes but little more care than goldfish and the children enjoy watching the bird hop about the cage, take a bath and so on. If the cage is occasionally set on a low table and the children are allowed to gather around, much conversation about birds and their habits will arise. In some schools the birds are so tame that, when windows are closed, they are allowed to fly about the room."

Foster and Mattson. Page 90, L. 32 through Page 91, L. 16.

"Having provided the children with a stimulating environment . . . there should be as few rules as possible and

these should grow out of concrete situations easily understood by the children. The necessity for taking turns when the material is limited and questions of property rights are readily comprehended. The teacher has an opportunity to teach care and right use of materials. She may also be able to raise the standards of work. She must remember, however, that children of this age are interested primarily in the activity itself, and that too great emphasis on special technique or completion of the product may nullify interest and so defeat its own end. Any instruction in technique is best given individually rather than to the group and should be offered only after the child has had plenty of opportunity to experiment and test the material for himself."

Strang. Page 154, L. 10 through L. 20.

"Thinking may be encouraged by—

1. Giving children time to think—not hurrying them into their decisions.
2. Giving them plenty of first-hand experiences which furnish data from which to draw sound conclusions.
3. Suggesting problems and constructive activity suited to their capacities.
4. Encouraging them to think aloud to you so that they will feel the need of being able to communicate their ideas clearly.
5. Encouraging them to plan their work and play."

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VII. Imaginative and dramatic activity has value of its own and must be encouraged. But it should not occupy a place too prominent in the programme. Vigorous exercising, planful constructive activities and dramatic activities all are

necessary to make up a balanced programme. Dramatic and imaginative play is considered in the next quotations.

Strang. Page 151, L. 1 through Page 152, L. 7.

"The imagination of pre-school children is frequently stimulated by their constructive activities. Children of this age make a play house, and equip it with imaginary electric lights. They draw a picture that means more to them than to anyone else.

"Imagination is also prominent in their play. They have a doll's party and eat imaginary food—which, by the way, is the best kind to eat between meals from the standpoint of health. To them, a clothespin is a doll, a large box their castle, the pet puppy scratching outside the play house a big brown bear. They may have imaginary playmates and pets.

"Children of this age pass through a stage at which the boundary between the real and the unreal—the true and the false—as defined by adults, is hazy and indistinct. Sometimes dreams are reported as real events taking place during the waking hours. Sometimes the description of real occurrences imperfectly understood seems fanciful to an adult but true to the child. He has no way of knowing whether a story is false or true if it is outside his experiences. He accepts what he hears at its face value and reproduces it. Whether he gets a reputation for imagination or for lying depends upon the attitude of the person who listens to him.

"The majority of four-year-old children like dramatization of many kinds. They walk like big sister, go on all fours and growl like a bear, whistle and toot and rush through the room like an engine, make-believe read the newspaper like father, play they are telephoning, and engage in similar sim-

ple dramatic plays. The four- and five-year-old children of an actor dressed up one rainy day in old-fashioned clothes to surprise their grandmother. They came down-stairs and introduced themselves: 'I am Mr. Mo-gab-gab and this is Mrs. Mo-gab-gab.' Pre-school children also like to dramatize very simple stories. There seems to be a period, probably between five and seven years, while the actual world is no longer new and strange to them and before they become matter-of-fact, when fairy tales make their greatest appeal, and meet a need of childhood."

Abbott. Page 69, L. 4 through L. 19.

"Elaborate dolls, complicated mechanism, elegant playthings, may gratify the vanity of an adult, and even whet the curiosity of the growing boy and girl, but will not take the place of real toys like blocks of wood and spools and marbles. If we must nag him at other times, at least in his play let us leave the child alone with his imagination and the materials which his imagination can best use. If we are nonplussed by the enjoyment which a child finds in such simple things, it is because we have not the imagination to perceive that these very simple things are the most capable of varied transformation."

Garrison. Page 39, L. 3 through Page 40, L. 4.

"The dolls . . . should be of some non-breakable variety, in order to withstand the continuous and vigorous handling, and should also be made of material that can be constantly and thoroughly washed. . . .

"The Schoenhut dolls are made throughout of hard wood, painted and enamelled, with pretty modelled faces. . . .

"The Chase Stockinet doll is made entirely of cloth with modelled head, hands, and feet, which are painted with a hard-finish paint; the rest of the body is of a strong sateen, and the joints are very limber. The hard-finish paint makes a surface which will stand indefinite washing, so, although the Chase doll is a soft cloth doll, it is both durable and hygienic.

Foster and Mattson. Page 54, L. 28 through Page 55, L. 28.

"Two kinds of dolls are most satisfactory; the cloth doll whose joints are merely lightly stuffed and stitched sections, and the all-wooden doll. . . . Doll's clothing for children of this age should be very simple. The adjustment of shoes and stockings is beyond the ability of most of the children, as are also small fastenings, ribbons and hooks and eyes. Dresses made to open all the way from neck to hem like a smock, bloomers held in place by elastic, and sweaters knit so as to be elastic are all satisfactory types of clothing that can be adjusted by the . . . child.

"Certain pieces of doll furniture add greatly to the elaboration of the doll play. Something in the way of a doll bed is almost indispensable. . . . The bed should, of course, be supplied with some bedding, perhaps mattress, sheets, blankets and bed-spread. . . . In addition to the bed there should be some place for storing the clothes. This need is usually met by a doll's bureau, which should be well made with drawers which move easily. A doll buggy is one of the most popular pieces of doll furniture and one which more than anything else seems to bring many boys into the doll play. The addition of doll suit cases, doll chairs, a doll table and a set of nonbreakable doll dishes provides the setting for as complex

doll play as the average nursery school is likely to demand. A screen which suggests separation of the doll corner from the rest of the room may be an addition. . . ."

Dixon. Page 107, L. 20 through Page 113, L. 20.

"Dramatic play is a large part of this 'before school' age. . . .

"These are rare moments of childhood. I think we should never consider them as escapes from reality. They are so obviously attempts to reach into the unknown—to stretch a little into the beyond—to experience delightfully something not bounded by the here and now. Think of knowing a little blue-glass rabbit in the stump of a tree!"

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VIII. The child's appreciation of pictures, books and music should be understood in order that meaningful and educational materials may be provided. These points are discussed in the next quotations.

Garrison. Page 108, L. 8 through Page 109, L. 3.

"To make any hard-and-fast rules as to the subject-matter of pictures for children would be impossible, but we do know that children enjoy looking at pictures of both grown people and children who are busy doing interesting things; activity in a picture is one element we can be sure will attract them.

"We know, too, that pictures of animals, especially if the animals are in some interesting setting, appeal to the children.

"Pictures representing social situations, either in the home, the street, the shop, or wherever it may be, have a strong appeal, as do pictures representing process and things being done.

"Pictures which illustrate some particular event or tell about a holiday are enjoyed, as are also pictures illustrating a familiar story.

"The children like pictures of gardens, flowers, country, farm, and forest, but they like them most when they are a setting for some life situation, and the little children particularly will spend a long time pointing out familiar things in the picture."

Foster and Mattson. Page 64, L. 13 and Page 62, L. 17.

"Pictures may be divided roughly into three kinds: those in books or on cards which the child may take to a table; those placed temporarily on the wall low enough to be studied by children standing in front of them; and those permanently hung on the walls. . . . When a book is so worn as to be no longer usable in its original form, many of the illustrations may be salvaged and pasted on cards. The pictures should be well drawn, many of them colored, and should not have too much detail, or branch too widely from the child's own experience. The temporary pictures hung on the wall should be changed frequently. They may be of almost any kind interesting to children and may be used to illustrate the different seasons, holidays, and so on. The wall pictures may be anything that is good. Colored pictures, such as the large lithographs, and many of the foreign railway posters add much to the cheerfulness of the room on winter days. Pictures of the poster variety may be successfully mounted on

heavy cardboard, which is later shellacked and bound around the edge. This treatment does away with the necessity for glass and is at the same time easily cleaned with a damp cloth. . . . It is perhaps needless to say that pictures which are good from an artistic sense are preferable to those which are not, but the chief criterion should be whether or not the picture is interesting to the child and whether it is provocative of questions and discussion.

"The books needed by a nursery school are essentially picture books. The almost indestructible linen and linenette books with pictures of trains, boats, automobiles, animals, children, and familiar scenes are particularly adapted to the two-year-old."

Faegre and Anderson. Page 209, L. 29 through Page 210, L. 6.

"We must not forget at this period the child's joy in song and story. Nursery rhymes and lullabies have been part of his daily life for a long time; but now he craves stories of the life he knows with a gradual widening of his horizon to include activities with which he is not familiar. Many parents become discouraged and say, 'My child does not enjoy being read to,' when the fault is in the material read. First stories must be extremely simple, with a large element of repetition and many pictures."

Baker, Edna Dean. Page 38, L. 18 through L. 36.

"Picture books now become the first story books. The pictures used should be colored, should contain few characters or objects, and those should be of a familiar nature, as babies or pets. The mother may talk very simply about the picture,

making a tiny story. In the third year many little children begin to imitate the familiar air and words of the song, while the play of the mother and child in imitating tones may continue. Some of the shorter Mother Goose rhymes, as Jack and Jill and Little Miss Muffet, may now be used and realistic stories told about the child's own experiences and those of other little children. The child should never be hurried into speech or song but should be stimulated to begin both in the several ways suggested. He should always feel that he has plenty of time in which to speak, so that stuttering and stammering may be avoided. He has great joy in the acquisition of this tool, and it is very important for mental growth because words and ideas naturally develop together."

Foster and Mattson. Page 109, L. 28 through Page 112, L. 21.

"In the matter of selection of stories to tell, we have no experimental evidence as to what material is suitable. . . . There are certain considerations, however, which experience has taught are important. A story narrated to a group must be much more carefully selected than one which is to be told to an individual child. It should contain nothing at all frightening. . . . Children who have never seen an ocean, a lake or a river will not understand any except the very simplest stories of boats. The child whose experience is limited to the farm may easily be confused by some story which falls within the daily experience of the city child, while the city child may fail to understand another story because he thought a silo was an animal or that a cow has no existence beyond the picture on a can of condensed milk. A group which happens to be intensely interested in mechanics may fail to re-

spond to a story of woods and flowers in the spring, while a group wrapped up in a doll play may remain unmoved by a story of a train. The selection of a story may well be influenced by the season of the year. . . .

"The stories most suitable for the younger nursery school children are those built around the everyday experience of the children and named by Lucy Sprague Mitchell Here and Now stories. These stories have, ordinarily, no set form and are usually a simple recital of familiar events. Such stories have been told by every one who has had much to do with young children and every family relates them when urged to 'tell about when I went to Grandma's' or to 'tell about the time you went to the circus when you were a little boy.' With frequent repetition such stories may assume a set form and become a part of the literature for children. Usually, however, they are told simply for particular children on a particular occasion, never recorded and so lost. In their simplest form at home they are the mere recital of the events of the child's day in chronological order. At school, they may concern the daily activities of the individual children or of the group. . . .

"Other recorded stories which are fairly close to the child's own experience are tales of other children or of familiar animals. Such stories should be selected carefully, since many of them are unwholesomely sentimental and tell of animals which resemble the originals in name and appearance only. Talking animals constitute a feature which, while far from the truth, adds so much to the vividness and the enjoyment of the story that it is in itself no sufficient cause for discarding the story. Indeed, it is probably far better to have the animals express simple ideas in simple language than to at-

tribute to them, as some of the books for older children do, the whole gamut of involved human emotions which the animal is allowed to evidence in a 'sad expression' or a 'wagging tail.' As long as the animal is essentially natural in the story he is an addition. Such stories as 'Mrs. Tabby Grey,' 'The Kitten Who Forgot to Talk,' 'Peter Rabbit,' 'Little Black Sambo,' and 'Johnny Crow's Garden' are sources of great joy and not too inaccurate information."

Baker, Edna Dean. Page 68, L. 27 through Page 69, L. 3.

"His little experience with life, his lack of knowledge concerning natural or man-made laws and his lack of accuracy in observation combine to make the product of his imagination very unreliable, confused and inaccurate. At first he does not distinguish between the real and the unreal but gradually as his experience grows and his reasoning power develops he knows when he tells a make-believe story. My small cousin of four told me one day when we had been berrying this story, 'Once there wuz a blackburry vine as big as our barn and it had burries on it as big as a bucket and we picked a whole burrel full.' 'Maxie,' said I, 'is that a true story?' He thought a few minutes and then he said, 'It's just a maked-up story like them you tell me.'"

Arlitt. Page 159, L. 25 through Page 160, L. 19.

"In spite of the fact that one might feel that the vivid imagination of the child would need the further stimulation of fairy stories, an examination of the actual value of the fairy story to the child would convince one that it could not well be omitted from his education. In the first place, the life of

the fairy story ordinarily conforms very much to his experience and, therefore, in a way, gives a concrete expression to much or all of his thinking. In the second place, the content of the fairy story gives him much material in terms of which to interpret verbal references which are a part both of literature and of every-day conversation. When one hears said of a person that she was an 'ugly duckling' one knows at once from those two words what the history of the person referred to has been. If one had not heard, in one's childhood, the story of the ugly duckling, the force of the reference would be lost. Innumerable instances of similar nature could be given. Finally the myth and the fairy story embody many of the ideas and the ideals of the primitive peoples and are, therefore, as much a part of the child's heritage as any other type of material which gives him a background of history and literature. The types of story to be avoided are those which produce gruesome images, or any kind which may come up when the child is tired or half asleep and frighten him. Such stories as the one repeated by a five-year-old, in which 'the giant ran down the street cutting off heads and picking babies up off their feet and dashing them to pieces,' are hardly permissible. Other types of fairy stories add, as has already been stated, to the richness of children's experiences."

Seham. Page 291, L. 29 through L. 34.

"In choosing reading matter for our children we should select those stories that in simple, intelligible and interesting language depict the highest morals of mankind, that will awaken in our boys and girls the sense of justice to everybody and kindness to all."

O'Shea. Page 401, L. 4 through L. 12.

"In reading to very young children, style is of some importance. Even toddlers are appreciative of rhythm in reading. Those who read to the young can play a part in improving their language development by smooth and graceful reading, pronouncing words accurately and distinctly but gracefully. A reader whose voice is blurred or harsh, or who reads in a jerky, unrhythmical way is not a suitable person to read to young children."

Baker, Edna Dean. Page 26, L. 24 through Page 27, L. 19.

"The parents may through this interest in rhythm develop a love for good music and a habit of listening in these early years. Lullabies may be sung to the baby, records may be played on the victrola or suitable instrumental pieces on the piano. The folk tunes of various peoples are adapted to the little child because of their simplicity, their childlikeness, and their marked rhythm and melody. For the baby no very exciting music should be used but rather that which induces a feeling of quiet happiness and contentment. . . . Songs which have tonal cries of animals or people or the repetition of natural sounds will appeal to the small child and he will catch and repeat such cries before he sings the song as a whole. A few hymns for the small child, such as Luther's cradle hymn, may be used at the time of evening prayer or when the child first wakens. The note of reverence and devotion in the music will arouse a feeling of wonder in the child and will induce the worshipful mood. Music has had so important a function in religious worship that it is one of the fundamental elements in developing religious expression in the child."

Foster and Mattson. Page 101, L. 14 through Page 105, L. 18.

"Music which is sung or played to the child may be almost anything which is good and has a definite air or rhythm. The songs need not be in English though most of the favorites are ones whose words are understood. Many good instrumental and vocal phonograph records may be obtained which tell the story of a huntsman, of bird calls, of galloping horses, or of many clocks in a clock store and these are a source of constant delight to most young children. . . .

"The earliest response found is the carrying over into bodily activity of the rhythm which the child hears. . . . Certain contrasts in rhythms may be brought out easily if not too many are presented in close selection. The nursery school child ordinarily takes as a sort of game the differentiation between fast and slow, loud and soft, high and low, and heavy and light. . . . In general it is better not to teach specific responses such as skipping or marching to the youngest children. . . .

"The teaching of songs to the young child is a comparatively simple matter. The presentation of a new song will be simplified if the children are already somewhat familiar with the melody through hearing it played or sung at odd times by the teacher. A few repetitions at scattered intervals will make the song fairly familiar. On these occasions the whole song should be presented artistically and as a unit. Usually some child will remark that they might sing it with the teacher, or, if not, a simple suggestion on the teacher's part will often be enough to start the first attempt. . . .

"Still another activity which may enter into the music period is participation in musical games. As a rule organized

games have no place in the nursery school. Even the child of four is not yet ready for anything involving a high degree of co-operation. Occasionally some child will ask to play one of the games he has learned elsewhere from other children but most of these are too complicated and involve too much memorization and control to interest the nursery school group. . . .

"When . . . children are allowed to use musical instruments the resulting confusion is usually called 'the band.' This band, which among older children may provide a mode of true self-expression, in the nursery school amounts to little more than a source of joy and a means of learning to keep time to a rhythm. For any group of young children, the band must be limited, as we have suggested in an earlier chapter, to such percussion instruments as sticks, bells, triangles, and drums. From the point of view of music, the band teaches the child to keep time, to follow quick music and after more practice to follow slow music and to distinguish between other extremes already cited. The band also offers opportunity for considerable social training. It brings many opportunities for choosing and taking turns since there are seldom enough instruments of one kind to supply every child."

Patri. Page 90, L. 23 through Page 91, L. 12.

"He may choose to practise upon some musical instrument. Let him. Though it tingle through the hairs of your head. Let him. The weird sounds he makes are music to his untutored ears and he will not understand your suffering. He will only remember that you deprived him of one of the joys of his earthly existence. Let him alone.

"He may want to mess around with paints, or tools, or stones. Let him. He has all sorts of ideas crowding him for expansion. He will try each of them in turn and go on to the next.

"It may be that he wants to lie on his back and dream. Let him. He is learning what manner of man he is. He is thinking out who he is, what he is, and where he is going on this strange road. He cannot tell you all that, of course, and the value of his dreaming depends upon its food."

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IX. Every child needs to learn to play alone as well as to learn to play with others. Some of his equipment may well lend itself to solitary investigation while other materials may encourage group activity and sharing. To what extent he will use his materials in wholesome activities depends largely on the provision made for them so that they may be accessible to him. These points are given much emphasis by all present-day writers as is indicated in the following quotations.

Blatz and Bott. Page 130, L. 23 through Page 132, L. 4.

". . . up to two years of age the training ought to be directed mainly to establishing good habits of solitary play. Children at this age, while they react to adults, do not as a rule play with other children. It is normal for them to be engrossed with their immediate environment.

"Cultivation of the ability to play alone lays the foundation of self-reliance in later life. We are all familiar with the child who can never amuse himself, who must always have the companionship of an adult to preserve him from boredom. Likewise we all know adults whose worst punishment

is to be left to their own society, people who will not willingly walk alone, eat alone, go to a concert alone; who are dependent on the society of others, not so much because of any urge to communicate with them as that they dread the resulting vacuity when they are left to themselves. The greatest resource any of us can have is the ability to get on with ourselves. To cultivate this capacity in the child, at least to some degree, is therefore of value. . . .

"Solitary play should continue to coexist with and to supplement group play at all stages of development. . . .

"In emphasizing the importance of habits of solitary play it must not be construed that the child is to have no share in the company of his parents and siblings. The latter he always gets, the former he will not get unless the parent incorporates it in her plan of training for the child."

Blatz and Bott. Page 130, L. 3 through L. 18.

"As the child grows older and can be allowed the freedom of the playroom, he should be put down on the floor there during his play periods and left to his own resources. The advantages of such a procedure are so obvious that one wonders why it is so seldom adopted. The busy mother has no longer to work with an active baby at her feet, nor does she have to be in constant attendance to keep him from getting into mischief. For the child the advantages are even greater. If his early training has been of the sort indicated, he will find the freedom of the playroom a thrilling extension of his liberty. He will have the range of his room to explore and a variety of suitable playthings to manipulate. As long as he has not been conditioned to constant adult attention he will not look for it. He will be learning to amuse himself, an

ability which is of the greatest value not only in childhood but in later life."

Arlitt. Page 66, L. 15 through L. 22.

"Children should be encouraged to get together in groups from early childhood, even when they are still too immature to engage in group projects. The cultivation of the group spirit and the use of the motive of social approval and disapproval, which comes out of the fact that young children are together in groups, is one of the contributions of the nursery school movement."

Stern. Page 99, L. 14 through Page 100, L. 4.

"Concerning the attitude of the boy to his sister there is a record shortly before the completion of his first year.

"Gunther (; 11½). 'G. is very pleased when Hilde plays with him, gives him toys, pushes him about in his little chair, dances or hops about funnily before him, and so on. There seems some unseen tie between the two children; although neither of them can yet talk to the other, they yet understand one another through their childhood.'

"Competition for possession! What does a six-months-old child know about that? Or about parting and meeting again? and yet!

"Gunther (; 7). 'A game that gives him great pleasure is to hand over Hilde's doll and quickly drag it away again; every time this is followed by shouts of excitement and an attempt to seize it. So too Peep O! arouses his delight; whenever the playfellow's head comes out of his hiding-place, the little fellow shouts with joy.'

"It is very remarkable how this last-named game of Peep

O! seems to be a typical game of children from 6 to 12 months old. In the most varied diaries of our own and of others, it is always mentioned again and again. Sometimes the playfellow hides behind a chair or a hanging of some sort, and the child watches attentively, greeting the other's appearance with a triumphant 'da'; or he himself has a handkerchief thrown over him, and then pulls it off more or less cleverly to make his reappearance beaming with happiness. Apparently the remarkable attraction exercised by this game has its origin in the surprise of each discovery and in the contrast between being alone and in company."

Faegre and Anderson. Page 210, L. 11 through L. 18.

"Many good habits are encouraged by carefully planned play. Children who are busy with something that interests them have not much time for aimless fooling, for teasing or quarreling. Employment with materials that are constructive, that require effort, induces real thinking. If toys and play materials are bought or made with this in mind concentration and purpose enter into the child's life. . . ."

Johnson. Page 56, L. 14 through L. 30.

"Some children seem to have developed a very unfortunate attitude toward toys and play material. Hammers are attractive as weapons of offense, blocks are hurled or dropped on the floor, and the general tendency seems to be to break, kick or throw toys instead of to use them in constructive ways. Even if this attitude is not developed there is always occasional abuse of material. In order to make children realize that there is a correct and an incorrect way of using their toys, a refrain of some sort is introduced: blocks are to build

with; pebbles belong in the pebble pit, for examples. *If a toy is persistently misused, it is taken away*—and the rule and the penalty come to be well understood: ‘the hammer or the doll or the trains will go away,’ the children themselves inquire or assert, as the case may be.”

Cleveland. (Toddler) Page 115, L. 12 through Page 130, L. 1.

“Some children when they enter the nursery school have no compunction about snatching what they want even out of the hands of others. Little George could hardly be pried from the Noah’s Ark, which so delighted him that he waked his whole family at six o’clock on two successive mornings to tell them of its glories. When he went out to play, he would laboriously mount a chair to place it on a shelf, muttering as he cautiously pushed it well back, ‘So the other kids can’t get it.’ This sort of attitude at this early age soon yields to a very real pleasure in the pleasure of others if the conditions are kept equally fair for all. . . .

“In too many homes there is no rigid division of property so that children have no sense of mine and thine. Handkerchiefs, stockings, toys, are regarded as common property and borrowed without formality. Children who grow up in this kind of atmosphere are not likely to be too scrupulous later if confronted with temptation.”

Fenton. Page 288, L. 24 through L. 34.

“When a little child does not readily accede to a suggestion to share in the use of a toy, it should not be insisted upon. There is no value in forcing an attitude not in accord with his stage of mental and social development. The toys

may be divided, and each child told that he is to play only with his own share, and play may go on quite amicably though individually. Unselfishness will develop in due time, and one may be content to wait for its natural appearance with all confidence, if in the meantime the child's occasional manifestations of it are encouraged, and if he has the example of kind, polite, and unselfish behavior in his elders."

Foster and Mattson. Page 117, L. 9 through Page 118, L. 19.

"In attempting to establish any habit in young children the teacher must set a good example; she has no right to expect the children to live up to standards which she herself ignores. . . . Thus in teaching the children to help keep the nursery rooms neat, she must first plan the equipment and the routine so as to make it possible and easy for the children to care for the room. For this purpose receptacles and convenient storage space should be provided so that it is easy for the child to put his toys away after they have been used. Some materials, such as the wooden trains, may be kept on low open shelves. Blocks may be dropped into half-bushel baskets, for the child of nursery school age can not be expected to pack blocks neatly into boxes or chests. . . . In addition to providing places where material may be stored easily, the school needs within easy reach equipment for cleaning up: brushes, dustpans, and cloths of various kinds. A further aid to habits of neatness is the allowance in the programme for a definite cleaning-up time following the play or work period. Cleaning up is not nearly so tedious a process if it is accepted as part of the daily programme or if many others are similarly occupied."

Garrison. Page 1, L. 12 and Page 55, L. 4.

"Closets.—The closets for the materials which the children use must be built low, with a sufficient number of broad shelves to allow the materials to be spread out and not piled upon one another. This is a very important point, for, when playthings are crowded and piled, children cannot be expected to get them out, put them away, or keep them in order. . . .

"For general cleaning up the children need a small, long-handled broom, a small floor-mop, and a dust-pan with a long handle; the child's long-handled dust-pan can now be bought in almost any toy department, and is much easier to manipulate than the regular short-handled dust-pan, as the child can sweep the snips and dirt into it without stooping, and thus avoid getting down into the flying dust; these little dust pans are so balanced that the pan swings backward, thus helping to hold the contents until it can be emptied. The dust-pan, mop and broom are more easily cared for if they have cords securely fastened to the handles, and special places arranged in the room where they are to hang."

Richardson. Page 90, L. 14 through Page 92, L. 11.

"We cannot hope to teach a child order and self-reliance, if he cannot engage in even the simplest of these activities that interest him, without calling for adult help to enable him to start, and to help him clean up after he is finished. LIBERTY to do implies not only PERMISSION to do, but as well IMPLEMENTS WITH WHICH TO DO. Accessibility of such implements will do wonders in the way of replacing dependence and timidity by manliness and self-reliance. Every child should have a bookcase, in which to keep

his very own books. He should have a work table, or big desk, where he may hammer away at his problems, whether they be the relatively simple ones (to us) of cutting and pasting, and 'playing' with beads or blocks; or the more complicated tasks of carpentry, drawing, and coloring. He should have a set of broad shelves, where he may display his tools, his implements, his materials, and his finished or incomplete products. And he should have at least one drawer, preferably several, in which certain treasures may be kept more suitably than out on the shelves. A parent who cannot or will not, by some shift of the family arrangements, produce so much of an equipment as this for his child, might just as well admit that his conception of the importance of the job of parenthood falls hopelessly below the minimum acceptable standards. . . . Years of experience as a practising physician with access into homes of all sorts and of all classes, have rarely brought to light a home in which some such minimum equipment for the job of bringing up children could not have been provided, had its importance, not to say its indispensability, been appreciated."

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X. The next quotation reminds us that a little time each day spent by the adult in play with the children is very much worth while.

Fenton. Page 51, L. 18 through Page 52, L. 24.

"The half-hour or so preceding bedtime is often devoted to family play with the baby, and wisely so, for the bedtime hour, properly observed, may well grow into the most intimate time of the day, the hour in which the bonds of comradeship and affection between parents and children are most

firmly knit. For the tiny baby this hour not infrequently takes the form of a wild frolic. The little ones themselves seem often to be imbued at this time with a spurt of energy and a zest for romping that can hardly be subdued—perhaps because they realize the imminence of the impending doom of consignment to bed. But tempting though it is, romping should be avoided just before sleep, as it may have most unhygienic nervous effect in the form of troubled sleep, dreams, or in other nervous disturbances none the less serious for being subtle and unnoticeable. The bedtime hour should be a cozy, quiet, intimate time. For the tiniest ones the time may be spent in the little finger-play games, singing, or a brief excursion in the perambulator if the weather allows. A little later picture books are the finest of bedtime diversions; and long before the second year has run its course the baby will begin to enjoy stories from a simple primer, or perhaps some good old rhymes and jingles, with appropriate pictures. Vocabulary games are pleasant too (all the newly learned words may be recited with due pride and delight for father, who has been away all day); the events of the day may be rehearsed in simple form (by asking, ‘What did you see to-day?’ etc.), or other new accomplishments may be reviewed. It is not wholesome for any child to feel himself constantly the centre of attention, but the practice of reserving a certain brief time every day that is understood to be his is a wise and wholesome one. The child has now the attention and sympathy of his parents; it is his privilege to show them his new achievements, to claim their interest, to come to them for amusement and sympathy. The ‘children’s hour’ wisely observed, brings a feeling of communion and sympathy, to parents as well as to children, of lifelong significance.”

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XI. Differences in the activities of children during the years two to five are discussed in the next quotations.

Crawford and Menninger. Page 149, L. 17 through L. 24.

"Play at different ages presents different problems. It is always an essential part of the child's growing-up process. But it is different at different ages because his ability to perceive and observe becomes keener, his fund of knowledge and experience rapidly increases, his emotional responses become more complex, his volitional endeavors multiply with his opportunities and go hand in hand with his physical development."

Foster and Mattson. Page 76, L. 1 through Page 90, L. 11.

"During the past few years at the University of Minnesota, two groups of undergraduates have kept records on the activities of the children in the nursery school. The first group was interested in the type of activity shown by the different ages and sexes. . . .

"From these records which have been taken by chance from a large number, it seems evident that the average two-year-old child is essentially nonsocial, though he may be interested in other children to the extent of spending considerable time watching them. He is apt to shift rapidly from one occupation to another; he is more likely to play at the sand table than with any other one piece of equipment, and he talks but little. . . .

"In these records the three-year-old children are clearly differentiated from the younger ones of the preceding group. We continue to find many shifts in occupation during the hour, some tendency to spend time in watching other chil-

dren, considerable nonsocial play; but we find on the other hand a definite gain in the amount of talking, the amount of plan evidenced, the amount of imagination entering into the play, and the amount of social play. . . .

"One of the most striking differences between this group of four-year-olds and the younger children is the great increase in the use of paper, scissors, paste and crayons. Other differences are the much greater amount of conversation, the development of leaders and followers, and the decrease in the number of occupations attempted during the hour. This means, conversely, longer periods spent at one activity. . . .

"Blocks were found to be most popular with the older children and more used by boys than by girls. The group playing blocks together was usually not large. The play persisted on the average for about fifteen minutes for the four-year-olds and about ten minutes for the two-year-olds. . . .

"Doll play appeared to be most popular at age three, and more popular with girls than boys. The play averaged about fifteen minutes or a little more for the older children, slightly less for the youngest children. . . .

"Sand was popular at all ages, though it was perhaps not used by the four-year-old children as much as by those of two and three. The play frequently persisted for twenty or thirty minutes. Here, again, the duration was a few minutes shorter for the two-year-olds. . . .

"Vigorous types of physical activity were more frequent among three- and four-year-old children than among the younger ones. The play lasted on the average from fifteen to twenty minutes, though the time spent at any one piece of apparatus was much shorter. The two-year-olds showed somewhat greater persistence at this play than did the older

children. Once again the older children showed more social tendencies in that they were more likely to join other children already at play than were the two-year-olds. . . .

"Both sexes and all ages enjoyed the kiddy kars but they were used most often by the three- and four-year-old boys and least by the older girls. The play persisted from ten to twenty minutes with somewhat longer intervals for the younger children. . . .

"The trucks considered in these observations were steel trucks about two feet long in which the child could kneel or sit and move about. The nursery school in Minnesota owns two of these and several of the older boys brought similar trucks from home every week. Play with the trucks was limited to ages three and four and in this group but one girl appears. Whether or not the other children would enjoy the trucks we cannot say for no attempt was made to prevent the older boys from monopolizing them. The play persisted usually twenty-five or thirty minutes and was in large part social or at least parallel to the play of others. Conversation was of necessity occasional since the trucks were in almost constant motion. The play consisted in riding around with one knee in the truck or in piling blocks in the truck and pushing it around or dumping them out again. Occasional variations were races, wrecks, 'traffic jams,' repairs to tires and engine at the 'garage' and fulfilling the duties of a fire engine at a 'fire.' . . .

"The older children went to the water pool of their own accord but the two-year-olds were taken by a teacher or by an older child. . . .

"Wooden trains are very popular, particularly with the older boys. The manual-training bench appeals to all ages,

though few children less than four years old persist at their sawing or hammering long enough to have an end-product. Painting also is interesting to all ages and both sexes and shows some few definite tendencies. The youngest children make a few straggling marks and leave, older children work patiently until every part of the paper is covered with color, still older children announce first what they intend to paint and then make a recognizable representation. Sewing materials are seldom requested, and then almost wholly by the older girls. The piano fascinates a few children, mostly those who have no instrument at home. The hobby horses are used in connection with group play by the older children. Books and pictures are of interest to all ages and are frequently selected by the children although this school does not encourage their use during the free-play period."

Foster and Mattson. Page 31, L. 10 through Page 32, L. 7.

"The two-year-old tries to hop and dance and swing, he climbs over and around obstacles, jumps off steps, he drags and pulls toys on wheels, he rides kiddy cars, plays with sand, balls, blocks, dolls, boxes, pegs, plays with sounds and all sorts of noises. He has no games, but merely formless plays which are individualistic, self-centred, even selfish, and which endure only a minute or two. His chief interest is sensory and motor experimentation.

"The five-year-old enjoys many of the materials which the two-year-old enjoys but the older child uses them in a much more advanced way. His blocks form garages, hangars, stores, etc. His sand is made into hills, tunnels, roads, farms. His movement plays are much more complicated; skipping and jumping rope to the accompaniment of mystic rhyme,

hopping on one foot, or walking along a crack in the sidewalk. His kiddy cars are automobiles or trolley cars taking him on important business while the rest of the family await his return. His doll play is a group play of considerable complexity in which the doll is but one member of the family. His crayon and clay work are for the sake of a product, not merely for the fun of handling the material. His conversation is for the sake of communicating ideas, not for the mere fun of saying words. He is beginning to differentiate between girls' play and boys' play. He wants to move far and to move quickly. His curiosity and questions are almost without end. He plays with language, makes jokes, delights in a chance foreign phrase, acquires slang daily, enjoys ladders, teeter-totters, merry-go-rounds, parallel bars, velocipedes, works with scissors, pencils, sewing, paste, may start a collection of utterly useless articles. The group has by this time become of great interest to the child."

QUESTIONS ABOUT CHILDREN WITH THEIR MATERIALS

In the same neighborhood are usually found parents who hold opposing views about children's materials. The Ames family are glad for any sorts of materials in any reasonably safe place which keep the children "out from under foot." The Brown family are very careful that every bit of material shall be educational and that the children shall use it educationally; so much so, that they limit the spontaneous activities of the children. All of which illustrates the point that a good thing can be overdone and that, after all, virtues lie in a reasonable balance.

Successful parents and teachers probably find themselves somewhere between the Ames and the Brown families in their attitude toward children's materials.

If you want to gather some facts about how, when and where your children use materials and compare their ways of behaving with those of other young children, you may find the following questions helpful. They may direct you in your observations to the numerous details which you might otherwise forget to notice and which may be important enough to deserve your careful attention. They may bring to mind many differences in the ways your child uses the materials in his routine activities and in his play, and thereby help you to understand better what are his difficulties, what he needs in the way of a schedule, suitable places for both sorts of activities and adequate equipment for rich and varied experiences.

QUESTIONS ABOUT CHILD BEHAVIOR

TIME

Does he—

Use certain materials regularly at a given time? That is

Equipment for routine activities only when suitable?

For example

A tooth brush only when he brushes his teeth?

The toilet only for elimination?

Play materials during play time? For example

Big wagon during outdoor play?

Tin dishes when he plays in the sand?

Enamelled tea set during indoor play?

Or, does he use all materials at any time, indiscriminately?

That is

Equipment for routine activities whenever convenient?

For example

His tooth brush for scrubbing?

The toilet for sailing boats?

Play materials whenever he wishes? For example

His truck when it is mealtime?

His doll and teddy bear when it is bedtime?

PLACE

Does he—

Use his materials in suitable places? That is

Washing, eating and play materials in their respective places?

Use his big wagon only out of doors?

Or, does he use his materials in unsuitable places? That is

Take his eating dishes out to the sand pile?

Use his big wagon in the crowded living room?

EQUIPMENT

Is he—

Helped by adequate equipment to use materials in desirable ways? That is

Low hooks and drawers for his clothes and wraps?

Low rods and hooks for his own materials for washing and bathing?

Suitable equipment for eating, sleeping and toilet which he can learn to use independently?

Clothing which leaves him free for activity?

A playroom for his materials?

Plenty of low cupboard room for his materials?

A fence or hedge to define his yard?

Or, is he limited in his use of materials? That is

High or scanty hooks and drawers for his clothes and wraps?

High or scanty rods and hooks for his materials for washing and bathing?

Equipment for eating, sleeping and toilet which he cannot learn to use without help?

Clothing which limits his freedom in using materials?

Cramped play space in corners of adult rooms?

Little or no cupboard of his own?

A yard with no obvious boundaries?

In the child's environment there are always to be found materials that are more desirable and less desirable for him to use. He can learn to select wisely only by practising selecting. If he has tried to carry his blocks under his arm, in a bucket and in his wagon, his statement, "I'm going to carry my blocks in my wagon to-day," shows real selection. Adults who think it their duty to select for children until they have learned how to select wisely, overlook the fact that they are depriving them of many early opportunities to learn how to select wisely.

SELECTION

Does he—

Select suitable materials for his activities? For example,

In routine

Select suitable clothing to wear?

Prefer certain foods which are wholesome?

In play

Make persistent selection of play materials after experimenting with them long enough to discover their uses?

Select suitable materials for his undertaking? For example,

Say, "I'm going to carry my blocks in my wagon to-day"?

Say, "I'm going to build a tall house with all the biggest blocks"?

Or, does he make little or unwise selection of materials?

For example,

In routine

Select unsuitable clothing or accept anything he is given to put on?

Select unsuitable food or show no evidence of choices?

In play

Accept whatever is presented for play?

Make no plans as to what he will play with?

PREPARATION

Does he—

Anticipate and plan about materials and his use of them?

That is

Say, as he leaves the dinner table, "Use my tooth brush now," or as he awakens from his nap, "Time to play.

Go play with my blocks"?

Say as he enters nursery school, "I'm going to ride the blue tricycle to-day," and some days even gets it in his safe keeping on his way to his morning routine?

Get ready for play promptly and happily, as for example, put on wraps?

Or, does he show little or no evidence of anticipation and planning about materials? That is

Make few or no comments about what he is going to do with them either in routine or in play?

Resist preparation for play? For example,
Dawdle or resist adult help?

Three children were visiting a little friend on his birthday when daddy brought them toy balloons. One child followed his daddy about as he did things with the balloons. Another screamed whenever a balloon came near. The third one grasped at the approaching balloon and clapped his hands. Much about the process of learning these three responses to the balloon could be traced if the three children had been observed in their earlier responses to new materials.

A child grows with materials that are worth while—and this fascinating picture of growth and learning is revealed to any one who will observe carefully. Some of the significant points in this process are suggested in the next questions.

LEARNING

Does he—

Learn readily about materials, their uses and control?

Materials

Try new materials readily and discover for himself what they are good for? For example,

Grasp his spoon, cup, stocking, and later his tooth brush, comb, shoestrings, buttons, and discover the uses of these routine materials?

Grasp and manipulate non-routine materials within

his reach—rattle, ball, wagon, blocks, etc., and thus discover their uses?

Use a familiar material persistently in suitable ways after he has discovered its characteristic uses? For example,

Eat with spoon; drink with cup; pull off or on his stocking; and later use his tooth brush, comb, shoe-strings, buttons, etc.?

Shake a rattle, roll or throw a ball, draw or haul with the wagon, and build with the blocks?

Continue to find new uses for familiar materials?

Use his sand pail for carrying instead of merely filling and emptying?

Use his broken comb to rake in the sand?

Activities

Use material in physical activities he is learning? For example,

Pull himself along in creeping, by the leg of the table, the door stopper, etc.?

Walk with the help of chairs, tables, etc.?

Sit on cushions, stools, boxes, chairs?

Climb on steps, chairs, ladders, rod?

Run after a ball, or with a hoop?

Walk with a baby carriage or pulling a wagon?

Swing on a swing or rope?

Ride on a kiddy car, tricycle, etc.?

Use materials to make things? For example,

Build with blocks, boxes, etc.?

Construct with wood, cardboard, cloth, paper?

Make pictures with crayons, paint, scissors, etc.?

Use materials for dramatic play? For example,

Play house with dolls, bed, table, chairs?

Play store with cans, cartons, boxes, boards, etc.?

Play farm with trucks, wagons, boxes, etc.?

Use materials for social play? For example,

Play ball with some one—rolling and catching in turn?

Participate in dramatic play, as play house with others,
taking a part?

Skill

Use the same material for longer intervals?

Use the same material in more ways? For example,

Boxes to build with, to jump from, to paint green, to
be a barn in dramatic play, etc.?

Use materials with increasing insight in meeting problems? For example,

If he cannot reach a hook, get a chair to stand on?

Combine materials for a definite purpose? For example,

Use blocks to make a garage for the trucks?

Use materials with greater certainty and greater variety of movement? For example,

With his tricycle guide it in the direction he wishes,
stop it at will, turn it around, go backward, go down
hill, etc.?

Use materials for more varied and complex purposes, problems and projects? For example,

Use a wagon first to draw along behind, later to haul
things about in, to carry material for building a
house, to carry material as a delivery boy from a
store, etc.?

It is not so much a question of growing desirably or of
not growing as it is growing desirably or growing undesir-

ably. In using materials children are probably learning something all the time. The question is, what are they learning? Are they learning better ways of performing, better ways of thinking and feeling? By comparison with the foregoing questions, the following ones may bring to your attention some of the less desirable learnings of children as they use materials.

Or, does he—

Learn slowly or undesirably about materials, their uses and control? That is

Materials

Respond to new materials in such a way that he fails to discover what they are good for? For example,

Ignore new materials within his sight and reach?

Handle them hesitatingly or with anxiety or fear?

Handle them destructively?

Handle them carelessly without discovering what they are good for?

Continue to use familiar materials in undesirable or unsuitable ways? For example,

Pound with his doll; put his shoe in his mouth?

Get tired of materials because he fails to find new uses for them? For example,

Simply draw a little wagon behind him, without going on to carry things in it, to use it in constructive or social activity?

Activities

Make only limited or undesirable responses? For example,

To materials which usually promote physical activities

Seldom walk, run, climb, swing, etc., unless invited, urged or helped?

To constructive and graphic materials

Seldom build, draw, paint, etc.?

Build or draw the same thing day after day with little or no variation?

Destroy the building or drawing of others?

To dramatic materials

Play always the same rôle?

Play only the leading parts in dramatic play?

Play undesirable stories about toilet or gruesome stories?

To materials which usually promote social play

Hoard materials for himself?

Drive other children away from materials?

Refuse to share materials when asked?

Skill

Use a material for only a short time?

Use it in the same limited ways? For example,

Boxes only to climb on?

Use it with little or no more insight than formerly when problems arise? For example,

Cry, if he cannot reach a hook, instead of getting something to stand on as he has been helped to do?

Continue to use one material after another instead of combining them in purposive activity? For example,

Push the trucks and pile the blocks, but never use them together as in building a garage for the trucks?

Use material with little or no improvement in certainty or variety of movement? For example,

Continue to ride his tricycle with uncertain aim and frequent accidents, to get off and turn the tricycle around instead of learning to guide, stop, turn around, go backward, go down and up hill, etc.?

Use material for the same limited purposes, plans, projects, etc.? For example,

Continue to drag along the wagon instead of going on into constructive and dramatic activities which utilize it?

If you have observed your child with respect to the numerous details in the questions, you have gathered many facts which may now be summarized under a few leading questions.

STANDARDS

Does he—

Respond to materials as well as he should for his age and development? That is

Care for them?

Select them with thought?

Plan for their use?

Learn to use more and more materials?

Learn more and more ways of using them?

Learn to control them more skilfully?

Or, does he—

Respond to materials in ways befitting a younger child but inadequate for him?

Respond to materials in ways suitable for an older child or an adult, but too difficult for him and causing strain?

QUESTIONS ABOUT ADULT BEHAVIOR

When a material or a tool has been used successfully for a number of times a regular habit is in process of developing. All who recognize this fact in learning, aim to help a child use his tools and materials in the proper ways. A mother who appreciated books and handled them with care often said as she turned the pages, "I turn this way so I won't tear them." One day she was interested to observe her four-year-old offer a book to a visitor and say, "Here is a book. We don't tear the pages."

This proper use and appreciation of materials comes, then, as a result of frequent desirable experience on the part of any child who is fortunate in the provisions which adults make for him. Detailed suggestions are offered through the following questions as to the good and bad influences which may be put in the way of a child.

TIME

Do you—

Schedule his use of materials? That is

Routine materials at regular times? For example,

A tooth brush only when time to brush his teeth?

Play materials at regular times? For example,

After his afternoon nap?

Or, do you—

Let him use materials indiscriminately at any time? That is

Play with routine materials? For example,

Stick his tooth brush down the drain when it is time to brush his teeth?

Use play materials when it is time for routine? For example,
Play with his auto when he should be dressing?

PLACE

Do you—

Provide suitable places for his use of materials so that he learns to respond to each place appropriately? That is
His own table and chair in the dining room for eating?
His own quarters for play and for keeping his play materials?

Or, do you—

Fail to provide suitable places in which he shall use materials? That is
Let him eat, wash, dress or play wherever you find it convenient at the moment, or wherever he happens to wish?

EQUIPMENT

Do you—

Provide equipment which promotes desirable use of materials? For example,

Low hooks so it is easy to hang up his clothes as he undresses?

Low cupboards so it is easy to put away playthings?

Or, do you—

Provide inadequate or unsuitable equipment, which limits his use of materials or promotes undesirable use of them? That is

High hooks or too few hooks so it is easier to leave his clothes on the floor when he undresses, or so that they fall when he tries to hang them up on crowded hooks?

Cupboards inaccessible to him or crowded so it is easier to leave his playthings about the room?

SELECTION

Do you—

Encourage him if necessary to make suitable selection of materials for different activities? That is

In routine

Provide two suits from which he may select?

Provide choice of second servings of food?

Provide choice of desserts occasionally?

Provide choice of fork or spoon?

In play

Encourage and approve suitable use of material? For example

Say, "That's right. Give dolly her nap"?

Say, "That's right. Pound with the hammer"?

Say, "Shall we get out your blocks or your kiddy car?"

Or, do you—

Fail to encourage him in making suitable selection? That is

In routine

Provide no opportunities for choice?

Permit him to make illegitimate choices? For example,

Play in his best clothes; refuse certain foods and get something else he demands?

In play

Offer no encouragement or approval for his first appropriate uses of materials?

Seem appreciative just so he is busy whether he uses materials appropriately or not?

Provide no choice situations. For example,
Never ask, "Are you going to use your blocks or your tricycle?"

Every one realizes that successful uses of materials in routine and play depend somewhat on time, place, space and equipment arrangements. But when all is said and done so far as schedules and equipment are concerned there is one important matter still left to be considered. So long as the child lives in a world with adults who direct his use of materials he is constantly being helped or hindered and happy relationships or strains and stresses are gradually being developed. What do adults do and say and what can they do and say to aid him in his use of materials? These are the questions which are to be considered for the next few pages. Several examples are given and followed through in considerable detail. For instance, there is the example of an infant learning to put a lid on a pan, and another example of a two-year-old learning to use a ladder. These examples have been chosen not because a lid or a ladder or the use of them is especially important, but because interesting stages in learning may be illustrated by them. They bring to mind important points which seem very small, and because of their smallness are often ignored as unimportant. The examples describe simple and desirable situations which are occurring every day and may be observed in many homes. Furthermore, it is interesting to note that some of our clearer understanding of infant and child development has come about because carefully trained students recognized the importance of watching everyday learning, and observing such simple improvements as are made in learning to fit a lid on a pan or to move from

one step to another on a ladder. The more clearly we see learning taking place in simple everyday achievements, the more we see how it takes place in general and in subtler and complex situations.

PREPARATION

Do you—

Encourage him somewhat to anticipate and plan for his use of materials? That is

Say smilingly as he leaves the table, "And now your tooth brush"?

Say as he wakens from his nap, "It's time to play. Shall we play with your blocks?"

Help him get ready for play promptly and happily?

Or, do you—

Discourage any anticipation or planning for use of materials? That is

Use no words which remind him ahead of time what materials he may use? For example,

Neglect to say inquiringly, just before it is time to use his new slippers, "You remember where you left your new slippers?" etc.

Let him delay or fuss while getting ready for play?

TEACHING

Do you—

Adequately direct his learning as he uses the materials you have provided? That is

Use approval, words and movements which help him learn desirable behavior? That is

Approve him when he uses them desirably or successfully? For example,

Smile and nod as he tries to fit the lid on the pan or to climb the ladder?

Say, "That's right—On," as he gets the lid on, or "That's right—Up," as he gets to the top of the ladder?

Use simple definite and meaningful words in approving, in encouraging, in suggesting, and in your occasional direction? For example,

Say, "On," "Yes, it goes on," "You can put it on," or, "Can you put it on?" to encourage him in his efforts with the pan and the lid as contrasted with his mere random manipulation or pounding?

Say, "Up," to encourage him up the ladder, or "Yes, you can climb up, up-up-up-up," for each step, or "Climb up one. Climb up two"?

Give him physical help in so far as he may need it in order to succeed before he gets discouraged and fails to get the desired learning? For example,

Inconspicuously slip the lid over a bit or hold the pan so the lid will fit or perhaps place your hand over his to help him get the movement needed?

Hold the ladder if he feels insecure, or take his hand, or help him raise his feet alternately or improve his movements?

Combine your approval, your words and your physical help so that they help him achieve a better organization of feeling, thinking and doing? That is

When you wish him to learn a new way of using materials, do you—

Notice each time he does behave that way of his own accord?

Fits lid on pan, climbs up the ladder, or uses his wagon in some new way?

Make sure that he does succeed, and approve his success with words that are significant?

Hold the pan, or move the lid a bit, smile and say, "That's right—On"?

Say, "That's a good way to get the blocks for your house," when he first uses his wagon to carry blocks?

Make opportunities for him to behave that new way again soon and often enough for him to get the necessary practice?

Place this and other pans and boxes with their lids among his play materials?

Have the ladder within easy access in different positions and places, and make occasions to walk near it often, and even suggest that he go up the ladder?

Say, "If you had another wagonful of blocks you could build your house taller," in order to suggest his new use of the wagon again?

While he is learning do you help him less as he becomes more skilful? That is

Help him less and *less with his movements*?

Hold the pan only when he has real difficulty and is likely to fail, but smile encouragingly, nod and say, "Yes," to help him succeed and then say, "That's right—On"?

Hold his hand less and less, until you take it only a moment to give him courage to start. Later you may not need to hold it at all, but encourage

him instead with, "You can do it—you can climb up alone," and approve him with, "That's right. You climbed up"?

Withdraw also your verbal help as soon as he can go ahead without it?

Merely smile reassuringly or occasionally say, "Yes" or "You can do it" or "All alone," if he looks up to you for encouragement as he fits things together, or climbs, or carries blocks in his wagon, and then approve with "That's right"?

Finally *reduce your approval* as soon as he can go ahead without it?

Smile when he succeeds in fitting things together? Approve occasionally with, "You did it alone," when he climbs the ladder?

Approve continuous new uses of the wagon with "That wagon is good for many things"?

In case of accident—do you help him meet it in a desirable way? For example, if he slips in climbing the ladder and tears his suit, do you

Approve him for helping himself?

Smile and say "That's right—up you come," as he picks himself up and later as he comes to get another suit, "That's right—a clean suit"?

Suggest something helpful to do?

If he lies on the ground waiting for adult attention or help, suggest, "Up—big boy—let's get a clean suit"? and later, "Now let's go up the ladder again," to make the venture end with success?

Help him with anything too difficult for him?

Help him get into a clean suit, and, if necessary, take his hand to start him up the ladder again successfully?

In case of correction—do you help him improve? For example, if he bangs the lid at sister, do you encourage him with your manner and voice?

Speak quietly and confidently, move slowly and smile? Show approval for something, however small, he does well?

Say, "Play with sister—that's right"?

Say something which may suggest to him what to do?

Help sister hold the pan for him to fit the lid on it?

Tell him definitely what to do?

Say, "Now put it on," or "Now it will go on"?

Or, do you—

Influence him to learn undesirable behavior with materials? That is

Express your feelings, words and movements regardless of the effect they may have on him? That is

Approve without point, failing to recognize and approve his successful use of material? For example,

When he first fits a lid on a pan? or

When he first climbs on a ladder?

When he first uses the wagon to carry blocks for building?

Use ill-chosen words in talking with him about his behavior with materials which do not direct him in better uses of them? For example,

Say, "Bang—bang—what a bang," and thus promote banging the lid on the pan, instead of say-

ing, "On—that's right—on," when he fits it on the pan?

Say, "Don't, baby—don't," when he bangs, without directing him what to do?

Say, "Be careful," instead of "Up—up—up," to direct him in climbing the ladder?

Say, "Don't bring your wagon here, Son," when he first uses the wagon to carry blocks for building?

Give too much or too little physical help to insure his success and satisfaction? For example,

Slip the lid onto the pan for him just when he was about to achieve it alone and thereby take away all his pleasure so he gives it a push and whines?

Fail to hold the ladder if he feels insecure, or fail to take his hand, or raise one foot after the other into position on the round?

Put the blocks in his wagon for him, instead of letting him discover this use for himself?

Combine your approval, your words and your physical help, regardless of the effect on his feelings, his thoughts and his movements? That is

When he should be learning a new or better way of using a material—

Notice his failures but overlook his occasional successes? For example,

Notice when he bangs the lid on the pan, but fail to notice his occasional and perhaps accidental fitting of the lid on the pan.

Overlook his first attempts to climb the ladder and

fail to show appreciation of this significant use of it?

Overlook his new use of the wagon for carrying the blocks for building and fail to show appreciation for his discovering it?

Fail to insure success, i. e., fail to give him all the elements which will make him desirous and able to use the material well again?

For example,

Let him fail in his first attempt with the lid and the pan when he might have succeeded if you had held the pan, directed "On," smiled and showed appreciation of his effort?

Fail to make frequent enough opportunities for him to repeat the experience so that he can and will learn it?

While he is learning a new or desirable response, do you

Let him be unnecessarily *dependent on your physical help*? For example,

Hold the pan or help him put on the lid over and over again without waiting to see if he can do it without your help?

Continue to take his hand when he starts for the ladder so that he always expects it and seeks it without ever trying to go alone?

Let him become unnecessarily *dependent on your verbal help* or resistant to your direction? For example,

Continue to tell him what to do when he no longer needs direction and perhaps resents it?

Let him become unnecessarily *dependent on your approval*? For example,

Approve every time he fits things together, climbs the ladder, etc., so that he ceases the activity when you are not about to approve?

In case of accident—do you use procedures which do not help him meet later accidents? For example, if he slips in climbing the ladder and tears his suit, do you

Condone the accident (or explain the accident without any responsibility on his part)?

Say, "Bad ladder," and perhaps slap the ladder, then lay the blame on the ladder instead of helping him accept the fact and repair the damage?

Scold him for ineffective help but suggest nothing better for him to do?

When he comes to you for a fresh suit, scold him for tearing that one instead of approving him for getting up by himself without a fuss, and for coming to you on his own initiative for a fresh suit?

Take care of the accident yourself, without any participation from him, or help him ungraciously or too sympathetically?

Dress him or help him get into a fresh suit, all the while consoling him about his fall?

Handle him a bit brusquely as you help him with his garments?

In case of correction—do you use questionable procedures? For example, if he bangs the lid at sister, do you

Antagonize him by your manner and voice? For example,

Say abruptly and sharply, "Don't do that"?

Show only disapproval, ignoring the desirable elements in his behavior?

Say, "Stop—no—no," failing to recognize his effort to play with sister?

Say something which does not direct him what to do and probably makes him resentful?

Say, "You hurt sister. You can't have the pans to play with any more"?

STANDARDS

Do you—

Encourage him in activities with materials which lead on and on to further activity? That is

To discover through manipulation and experimentation what they are good for?

To use them persistently?

To use them desirably?

To use them in varied ways?

To use them in more difficult ways?

To use them for more complex purposes?

To use them for both individual and social purposes?

Or, do you—

Encourage him in activities with materials which do not lead on and on to further activity? That is

To manipulate merely with random movements?

To shift from one material to another?

To use materials thoughtlessly without regard for their characteristic uses?

To depend upon others to amuse him or to help him with materials?

To use materials only in a very few more or less stereotyped ways?

To use them with little or no improvement in purpose from week to week?

To struggle for their possession when other children are about rather than use them in social play?

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UNIT SEVEN—CHILDREN WITH OTHER
CHILDREN

INCIDENTS

QUOTATIONS

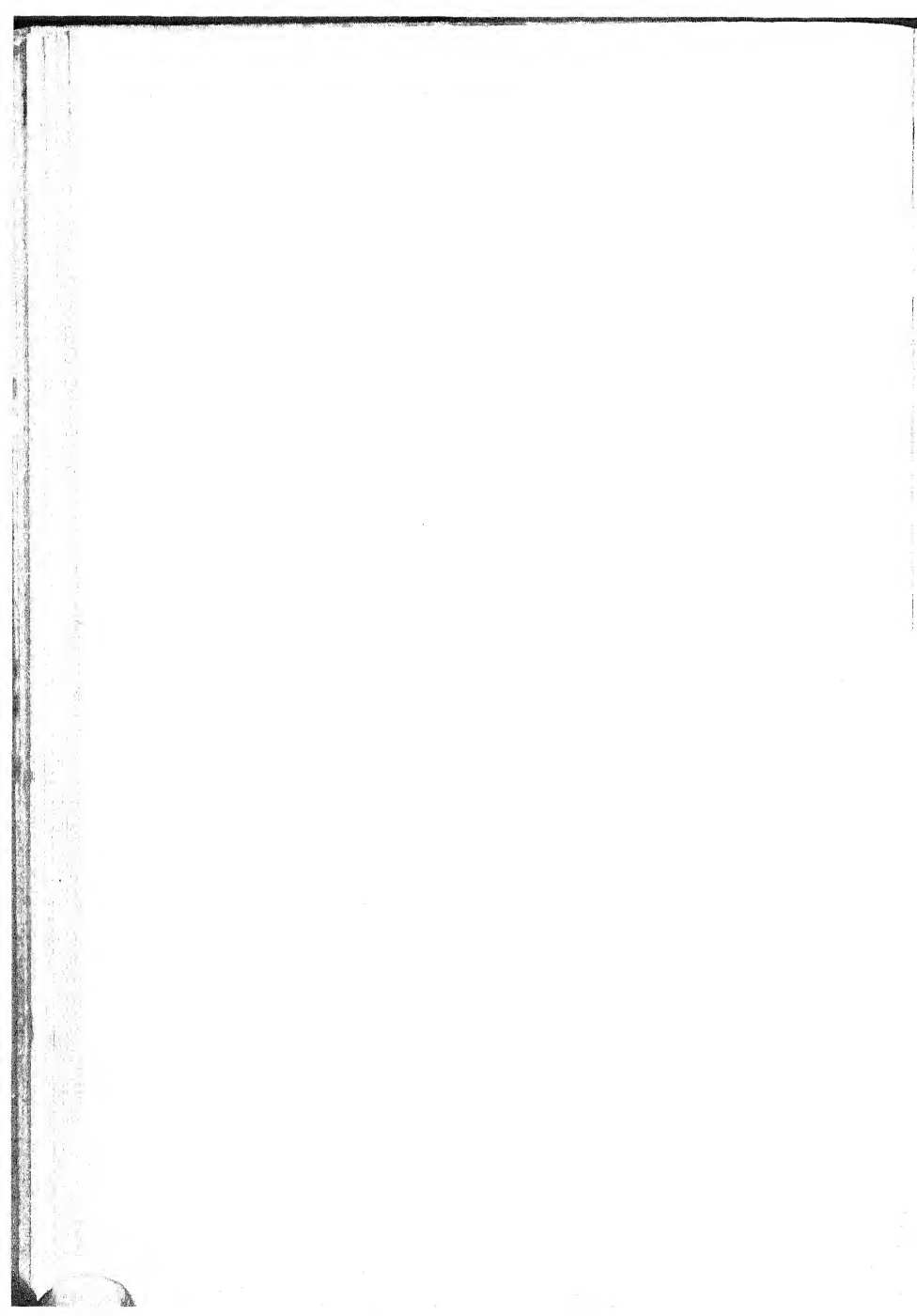
QUESTIONS

TO AID IN EVALUATING BEHAVIOR

WHAT IS THE CHILD LEARNING?

WHAT SHOULD HE BE LEARNING?

HOW CAN GUIDANCE PROMOTE HIS LEARNING?



CHILDREN WITH OTHER CHILDREN

What have young children to gain from playmates? Many things which contribute to health and happiness. An aunt who undertook to care for her four-year-old nephew said, "I soon discovered that Jack needed out-of-doors, but every time I took him to the yard he asked, 'What shall I do?' Each time I would start him out suggesting something for him to do he would appear with the same question, 'What shall I do now, Aunt Ellen?' The yard and equipment became transformed as soon as I found other children to build with him, climb with him and ride with him."

Very young children may not know how to enjoy other children. Three-year-old Bobby clung to his mother when a strange child came into his home. Harry became over-excited and pushed and pulled the visitor. Tommy collected all his toys, saying, "Mine," and put them safely out of reach.

Companionship brought good results to Jerry and Philip. Jerry stopped sucking his thumb and Philip ceased having temper tantrums as frequent companionship gave them better things to do.

"Is it enough," you may ask, "to provide companionship with children of any age just so they are children?" No, it is not so easy as that." One mother recently has been meeting this problem. Her little girl, Beth, has had frequent contact with Janet from early infancy. Janet is about the same age as Beth, but more aggressive. Beth had from the beginning been taught to share her toys with any one visiting. Janet had been admired for her cuteness in getting things

away from other children. As a result of the frequent contact with Janet, Beth had learned to dislike children and to depend upon her mother to protect her from their aggressive behavior. Only after prolonged separation from Janet has Beth learned to welcome children into her play life.

On the other hand, Nan usually plays with Polly, and she directs Polly's every move. Nan seldom plays long with any other child, but returns to Polly, whom she can "boss." Nan's mother is trying to get less contact each day with Polly and more with several other children who can be brought into the home from a little greater distance. Nan is slowly learning the joys of doing things with other children who are her peers as well as bossing those who will accept her domination.

How much companionship with children of their own level of achievement should they have? We can't say, as we do for outdoor activity, at least two hours a day. The best we can do is to give some signs by which you can tell whether your child has enough of the right sort of companionship, and some of the symptoms by which you may discern if he is getting too much or the wrong sort of companionship.

Is he happy in his play alone for an hour or more?

Does he look forward to the coming of another child to play with him?

Does he talk about his play with other children?

Does he carry on in his play alone the activities he and his companion play together?

Does he accept increasingly the give and take of together play; that is, take his turn and wait for his turn, sometimes give up a toy, and again retain it against the aggression of another child?

On the other hand—

Does he get excited or fatigued before the visitor leaves?

Does he fuss over his eating and delay in his sleeping after playing with a certain child?

Does he increasingly show nervous or emotional behavior?

Does he avoid playing with certain children?

Does he limit his play largely to those children whom he can lead?

Since success in life is very largely dependent upon abilities to get along happily with people, and since these abilities are fairly well directed during early childhood, it is essential that early companionship be such as to direct them along wholesome lines. Young children need companions of the right sort in order that they may live most happily and most completely as young children and thereby learn to live happy and complete lives as older children, as adolescents, and as adults.

INCIDENTS ABOUT CHILDREN WITH OTHER CHILDREN

1. *John, Ned and Jean.* At ten o'clock this morning two-year-old John went outdoors as was his custom to play with Ned and Jean, whose mothers had brought them to spend the morning. Several mornings each week his mother took him to either Ned's or Jean's house for half a day.

Anne. "Anne is completely tired out to-night," reported her mother. Ariel came with her mother to make a call and the children quarrelled and cried most of the time. Anne has playmates so seldom that she is not used to them."

Should Anne's mother provide for Anne to play regularly with other children?

Should the length of time and number of children be controlled to avoid fatigue?

2. *John and Ned.* John and Ned played for several hours in Jean's yard with her, swinging, riding the tricycle, climbing up the walking beam.

Mary and Paul. This morning Mary and Paul would not stay in Mary's very clean but uninteresting yard. No matter how often they were told to play in the yard they would return to play in the road with rocks, sticks and sand.

What had Jean's mother done to encourage happy relationships between Jean, John and Ned?

What could Mary's mother do to help her and her playmates select a more suitable place to play?

3. *Gardner, Jimmie and Porter.* Apparently Gardner, Jimmie and Porter paid little attention to each other as they played contentedly for more than an hour with balls, wagons, sand and climbing apparatus.

Edward and Mary. Four-year-old Edward, who never had had playmates, seemed troubled to-day when Mary came. He stood off and watched her swing as he cried quietly.

Could this unhappy experience have been avoided if Edward's mother had gradually provided more and more opportunities to play near and with other children?

4. *Mary, John, Edith and Ernest.* To-day the children especially enjoyed sand play when Mrs. Smith added a few new interesting cups and spoons to the sand-box equipment. After a happy time in the sand Mary and John climbed,

Edith took her doll for a ride in the doll buggy and Ernest rode the kiddy car.

Ellen and Jean. Ellen and Jean quarrelled over the wagon, which was the only vehicle in the yard.

What did Mrs. Smith do to promote happy play relationships which carried throughout?

5. *John and Jean.* John snatched Jean's doll dress. Jean's mother said, "It's Jean's, she needs it to put on her doll," and she, gently but firmly, unclasped John's hands which tightly held the dress. As she handed the dress to Jean she smilingly said, "That's right. It's Jean's now. She is playing with it now. When she is finished you may have the doll and the dress." John remained quiet even though his face puckered with resistance.

Sarah. Sarah's mother complained, "I can't do one thing with Sarah. She doesn't know how to play with others. Today she snatched everything from her little visitor and even though I told her repeatedly to stop she paid no attention.

How could Sarah's behavior have been directed along more desirable lines?

6. *Earl and Flora.* When Earl pushed Flora out of the swing Earl's father said, "It's Flora's turn now. After Flora it will be your turn." He helped Flora back into the swing as he smiled at Earl. After Flora's swing he encouraged Earl with a cheerful "Now, it's your turn."

Esther and Nancy. When Esther pushed Nancy out of the swing Esther's father said, "Esther wants to swing now," as he swung Esther, and said to Nancy, "Why do you always cry?"

How did Flora's father teach her sharing?

Why is this method more successful than condemnation?

7. *Sue.* As four-year-old brother repeatedly struck sister Sue saying, "This is my ball. Daddy gave it to me," mother helped out by saying, "Yes, it's your ball because daddy gave it to you, but sister is using it now. When she has finished you may play with it."

Elizabeth. As Elizabeth demanded, "It's my ball, it's my ball," mother commanded, "Mary, give the ball to Elizabeth. It is her ball because daddy gave it to her."

How could Elizabeth's mother teach both sharing and ownership?

8. *Alice and Jean.* Alice accidentally tipped over Jean's pile of blocks and when Jean cried she hopefully said, "I can help you." She began to pick up the blocks as mother said, "That's right. You can help brother."

John and Betty. When John upset Betty's wagon mother said, "Shame on you. You've made Betty cry. Why are you so naughty?"

Was John any naughtier than Alice? What made Alice more helpful than John?

Aren't accidents good teaching situations?

9. *Jean and Anne.* When Jean fell off her tricycle mother suggested to Anne that she might help Jean. Anne seemed pleased as she helped Jean to her feet.

Ned and John. As Ned struggled to help untangle John from his upset tricycle, a neighbor who was disturbed because of Ned's whimpering said, "Stand back, John. Let me do it. You are too slow."

With encouragement from the adult might Ned have been as independent and confident in his helping as Anne?

10. *Barbara.* About ten minutes before it was time for Barbara and her brother to go home Tom's mother began, as was her custom, to put the toys away and to approve Tom and Barbara for the help they gave.

Ben. Ben's playmates left. Mother looked at the toys on the floor saying, "What a mess you boys make. The boys must help you put away your toys."

How could Ben's mother have directed the boys to share some responsibility in putting the toys away?

Is it worth while for a mother to give a little time each day to develop this sharing of responsibility?

Doesn't the frequent helping each other to put away toys make for friendship?

QUOTATIONS ABOUT CHILDREN WITH OTHER CHILDREN

There is real difference of opinion among intelligent parents as to the value of companionship for young children. This difference is found to a limited extent also among professional advisers of parents, and is reflected in current writings. If you have reasonable doubts on the subject you will find interest in the numerous quotations selected from authoritative writers. Although the excerpts are, for the most part, brief, they present important points which every one should consider and they may direct you to some authors to whom you wish to devote more extended study.

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I. The first quotations indicate the child's need for companionship, some of the reasons for this need and some means available for providing it regularly.

MacCarthy. Page 134, L. 28 and Page 79, L. 12.

"Children need to live and play with other children. They need to play vigorously and even aggressively, taking the knocks and disappointments without malice, and learning from this give and take to be tolerant and good-natured toward others. . . .

"Children need to play together. Lacking this contact with each other they not only miss the best of all means of joyous play, a playmate, but are apt to become listless, fretful, unsmiling and too old for their age."

Russell. Page 149, L. 27 through Page 150, L. 4.

"Parents who have the misfortune to have an only child should do all that they can to secure companionship for it, even at the cost of a good deal of separation from home, if no other way is possible. A solitary child must be either suppressed or selfish—perhaps both by turns. A well-behaved only child is pathetic, and an ill-behaved one is a nuisance."

Faegre and Anderson. Page 104, L. 18 through L. 21.

"They should play with children of their own age, rather than alone or with adults. Constant association with adults puts a strain on the child that parents do not realize."

Stewart. Page 56, L. 9 through Page 57, L. 14.

"Association with adults to the exclusion of companionship with their contemporaries is injurious to most children. On the one hand, there may develop a wholly abnormal feeling of deference which may carry over in later life and give the child thus raised a permanent feeling of exaggerated sensitiveness to the opinions and wishes and general deportment of other adults. On the other hand, too exclusive association

with adults will often lead a child to identify himself prematurely with adult life and, to a large extent, close his mind to the lessons he can learn from experience with those of his own age. Sending children to nursery schools adequately equipped with wise teachers, much earlier than the conventional age of four for kindergarten and six for first grade, aids little children to adjust themselves to the world of children's property rights and social conventions. A child can receive immense benefits from a nursery school arranged to care for children from eighteen months onward, especially if he is a single child in the family. Where there are two or more children a corresponding benefit can be received from play together at home."

Blanton and Blanton. Page 175, L. 4 through Page 176, L. 2.

"In the last analysis, there is no other element so important in the development of group consciousness of the right sort in the child as association with other children, preferably in his own family. The 'only' child is greatly handicapped. He cannot be expected to go through life with the same capacity for adjustment that the child reared in the family with other children has.

"He is handicapped for two reasons: first, because since he does not have other children of his age and type in his own family to share his parents and his toys and environment, he does not receive the necessary lessons in adjustment; and second, because he has, all the time, to compete with adults, and, therefore, has no legitimate success. This latter phase is not evident at first sight, but when one thinks of an only child alone with his family of adults—father,

mother, and possibly grandparents—one sees at once that there is no field in which he may legitimately succeed except that of being an infant. The only way in which he can really excel these adults is in infantile behavior. He can scream louder than they can. He can throw himself on the floor. He can have temper seizures.

“Of course, parents attempt to ‘give the child the game’ at intervals, to let him feel that he has won, . . . but actually a child of any intelligence at all knows that every individual in his whole environment can outreach and outstrip him. This is unhealthy.

“One learns best to adjust through success and not through failure. Distance is measured not by the number of missteps we make, but by the number of correct steps. To get the feeling of vigorous sureness and certainty, one must have more success than failure in his environment.”

Cleveland (Toddler). Page 119, L. 8 through L. 19.

“Many little children are made miserable by extreme shyness, which is usually the result of being too constantly alone with their mothers, or of seeing too few people outside the family. The varied society of the nursery school has never failed to cure this distressing handicap. If mothers would make a point of occasionally leaving children in charge of others and bringing company into the home more frequently, children would not develop this agonizing shyness, which too often persists into maturity and robs human intercourse of half its pleasure.”

Watson. Page 125, L. 3 through L. 7.

“After the nap the child should go out again. *Social contacts* should have their place as part of the afternoon sched-

ule: Games with other children on the street, in the park or in the home."

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II. Even though the child may learn some undesirable behavior from his companions they are an asset. Only by selecting his own playmates can he learn to select friends wisely.

Blanchard. Page 144, L. 20 through L. 25.

"The child takes over as his own many of the behavior patterns which he first sees in those who are frequently his playmates. There is . . . danger in this situation, since playmates do not always have desirable habits."

Blanton and Blanton. Page 176, L. 17 through Page 177, L. 5.

"Parents must think, of course, of what their child may be taught by the other, but some risk may well be run. The child has to learn to 'run with the crowd' some day, and he must learn at a very early age to discriminate between what 'the crowd' teaches him and what is taught him at home.

"It is usually true, too, that every child has something to contribute to another.

"Parents often feel that if they, themselves, associate with their children, that is adequate, but other children have more to give them than do the parents, and if it is a choice between the parents' society or the society of the children, then, for the welfare of the child, choose the children. The child's life will be spent with people of his own generation, and it is only with people of his own generation that he can learn the art of selecting his friends, and adjusting himself to them.

"One of the most difficult tasks which the child must learn is to evaluate the people he meets and to select friends from among them. Many very capable parents feel that they must select their child's friends, so that his taste will be formed for the correct sort of friendship. In this way they train him in the art of enjoying friends already selected, but not in selecting them."

Blanton and Blanton. Page 215, L. 19 through Page 216, L. 13.

"The wrong type of playmate is often a factor in developing nervousness in the child. An 'only' child, or one who is the oldest in the family often develops an extreme nervousness on account of the necessity for associating with adults much of the time. The child who is much younger than the others may be handicapped in the development of poise. . . . In the early childhood of the superior child, the best playmates are those of the same chronological age, or relatively the same size and experience, rather than those older than himself, but of his own mental age. When the child is inferior, younger children are more suitable playmates. The superior child who selects older children as companions is under a great strain in games and play. . . .

"Sometimes, in spite of the efforts of the parent and of the child, the group into which the latter falls is not suitable. If nothing can be done to remedy matters, and the child is becoming irritable, sleepless, tense, or restless, then to move to some other neighborhood is almost the only solution."

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III. The baby has an innate capacity for companionship but it needs training. How it will develop depends on the

direction adults give it. The following quotations indicate these facts.

Waddle. Page 119, L. 15 through L. 30.

"An innate tendency that has much significance for education is that which shows itself in desire for companionship . . . in co-operativeness, in rivalry, competition, and emulation, in love of approbation, and in readiness to sacrifice self for the good of the group. . . . To say that these tendencies are innate does not preclude the necessity of their definite training. Education and training must direct, control, and utilize them to further ends and ideals which the experience of the race has proved desirable."

Dorsey. Page 353, L. 11 through L. 20.

"Play is not an instinct; nor is it unique in human beings or identical in the human race. It is a form of acquired behavior. What is played, who, and how, all depends on learned habits of individual response and can only be interpreted in terms of situation, stimulus, and response. The stimulus back of play . . . is a motor mechanism, which was built for action, grows with action, and grows best in childhood by action."

Strang. Page 159, L. 6 through L. 14.

"The kind of social responses which a child makes depends on the way children and adults have responded to his behavior in the past—whether they have caused satisfaction or annoyance to be attached to a given act. Although the inherited nervous structure of the individual determines largely the first response which is made to a given situation,

the parents, teachers, and playmates determine to the largest extent the child's habitual responses to other people."

Thomas and Thomas. Page 518, L. 15 through L. 27.

"Charlotte Buhler, working with a group of 114 children, not newborn but borrowed from nursing mothers at a milk depot, placing them together in groups of two or more, and giving them toys, found the most varied reactions disclosed in the unfamiliar situation. Some were embarrassed and inactive; others were openly delighted; some pounced upon the toys and paid no attention to the children; others explored the general environment; some robbed their companions of all the toys; others proffered, exchanged, or exhibited them; some were furious in the new situation, already, in the first year, positively negativistic. It is impossible to say to what degree these children had been conditioned by association with their mothers and how far the reactions were dispositional. But it is plain that by the end of the first year the most positive personality trends had been established."

Strang. Page 113, L. 15 and Page 156, L. 34.

"By the middle of the second year, the baby should begin to have the companionship of other children. This association with others stimulates language development. A strong motive for talking is the desire to make an impression on some one, to get some one to do what you want. The presence of other children and the child's desire for them to do various things, thus furnishes continual incentive to speech. Playing with other children also helps to lay the foundation of the distinction between mine and thine. If one child takes another child's toy, he soon learns that all things are

not held in common in this society, and that property rights must be respected. The sharing that must be done when children are playing together is valuable in preventing the selfishness that may result when the child always plays alone. By the end of the second year, if the baby has sufficient toys of his own, he can be taught not to take other children's toys and older brothers' and sisters' belongings. . . .

"Property rights become plainer during the last three pre-school years. If another child has already obtained the toy a child wants to play with, he should be willing to substitute something else in his plans. If he is not using all the sand or all the paste, he should be willing to share it with others. He should ask permission to use the pail and shovel which he knows belong to another child. 'Findings' is no longer 'keepings.' He should realize that lost property should be returned to the owner. He values things that he has made and realizes that others value their possessions in the same way. . . .

"A five-year-old child . . . should not hit back when another child interferes with him or takes some of his play-things—at least, he should not do this before trying to settle the difficulty in some less primitive way."

Kilpatrick. Page 331, L. 14 through Page 332, L. 5.

"Suppose some children are building a house and one boy lays down his hammer for a moment and another boy wrongly takes it off. It is likely enough that the first boy will resent this. A situation of social stress arises. The teacher will now interfere as little as possible, but yet enough to see that the group as a whole makes the right distinction and decides rightly as to what should be done. If Boy Number

2, as will often happen, remains for a while blinded by his own step, the other boys who do see clearly will (or may be led to) insist that he accept the group judgment. His wrong has brought annoyance. . . .

"In the first place, the group enterprise gave the opportunity for the hammer to be taken. Many and varied group enterprises will mean many and varied chances to practise group morals. The hammer episode was but one false step to many right steps of co-operation and the like. All the others were instances of 'practice with satisfaction' and accordingly of strengthening and building social habits."

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IV. The baby's early desires and values are all individual, and only gradually does he learn social values. The following quotations indicate something of this development, some of the values accruing from companionship and especially the values from companionship of the same age.

White. Page 51, L. 20 through Page 52, L. 2.

"All of the conduct of the infant is self-centred, frankly and openly selfish, unashamed and often cruel and of a character which would be called in an adult immoral and anti-social. In the child, however, it is better termed amoral and asocial, as nothing corresponding to a moral sense or to social qualities can as yet be said to have developed. They are in the making.

"At first the infant has no conception of other selves and has slowly to acquire this knowledge, just as it had to acquire knowledge of its physical self as distinguished from other objects, by experience much of which is painful. If it has taken a toy from another child and incidentally slapped

its face, why that was only in the course of fulfilling its wish; but when some day another child treats it in that way, takes its toy away and slaps its face, then that is an experience of quite a different sort. Contacts with others constantly reflect these others as having the same sort of feelings and the same needs and means for satisfying them. Repeated conflicts of desires with other children tend to build up a concept of other selves like it, and if the conflicts are with others on the average of equal powers there then begins that appreciation of others which later grows into such a mutual respect, understanding, and sympathy as are at the basis of that capacity for mutual concessions which make human society possible."

Arllitt. Page 65, L. 15 through Page 66, L. 22.

"Little children appear to be better satisfied if, during a part of their playtime at least, there is an adult close at hand, or if there are other children playing near by. Children do not, however, in the first few years of their lives, show any tendency to engage satisfactorily in group play or in group projects. They appear to be much better content if left to work out their own simple plays, but they almost invariably work out such simple plays, near other children of their own age, if such happen to be present. In nursery-school groups it will be observed that, when one or two children go to the sand box, the large majority of the children go there also, even though they play by themselves and with their own toys.

"As the child grows older, this tendency to mix in with groups becomes stronger, until, between the ages of eleven and twelve years, it reaches its height in interest in gangs. . . .

"Children should be encouraged to get together in groups

from early childhood, even when they are still too immature to engage in group projects. The cultivation of the group spirit and the use of the motive of social approval and disapproval, which comes out of the fact that young children are together in groups, is one of the contributions of the nursery-school movement."

Waddle. Page 138, L. 5 through L. 10.

"Pleasure in companionship increases, but individual desires dominate, and the presence of a playmate calls forth little co-operation, rivalry, or companionship. The growing need for companionship, however, makes play a great social teacher developing speech, curbing selfishness and paving the way to complete socialization."

Fenton. Page 286, L. 29 through Page 287, L. 12.

"Children are by nature highly individual little creatures, and their individuality should be respected and allowed wholesome opportunity to develop, and their rights and their property should be as inviolable as those of grown people. Every child should have some place which is absolutely his own, even if it is no more than a box for his toys in a corner of the back porch. For this he should be responsible, and in this, too, he should have sole rights. His own self-respect is encouraged by such recognition of his individuality. . . . Respect for the rights of others can only be based on other people's respect for his rights."

Lucas. Page 172, L. 12 through L. 18.

"It may be that two or three children will seem to play together in the same sand-box, but if one watches closely one

discovers that each child is playing 'a lone hand,' in that he is carrying out some idea in which only *he* is concerned. Conflicts come in that sand-box when those individual ideas bump. . . ."

Blanchard. Page 60, L. 1 through L. 10.

"Very often, the boy or girl with an infant brother or sister will speak of 'my baby' as lovingly and possessively as the father or mother. Often, too, the child learns to be generous through sharing treats with brothers and sisters, to assume responsibility through taking some care of those younger than himself, and to acquire loyalty through feeling himself the protector of those less mature and less able to care for themselves."

Russell. Page 181, L. 12, and Page 178, L. 17.

"Younger children also have their uses. . . . A child has to be taught not to take things by force from a younger brother or sister, not to show excessive anger . . . not to hoard toys, . . . to feel compunction when he wantonly caused tears. . . .

"Although both older and younger children are important, contemporaries are far more so, at any rate from the age of four onwards. Behavior to equals is what most needs to be learned. . . . The mind and body of a child demand a great deal of play . . . and play can hardly be satisfactory except with other boys and girls. Without play, a child becomes strained and nervous; it loses the joy of life and develops anxieties.

"A child of three years old is a better model (than is an adult) for a child one year old, both because the things it does

are more what the younger child would wish to do, and because its powers do not seem so superhuman. . . . The lesson of co-operation in a subordinate rôle is best learned from other children; when grown-ups try to teach it, they are faced with the opposite dangers of unkindness and pretense—unkindness if they demand real co-operation, pretense if they are content with the appearance of it. I do not mean that . . . co-operation is to be always avoided, but it has not the spontaneity which is possible between an older and younger child."

Mateer. Page 245, L. 1 through L. 5.

"Every normal child has certain individual characteristics which are reflected in his play. These vary from child to child, so all play contact with other children is apt to suggest new activities to each child in the group. They learn by imitation."

Dixon. Page 5, L. 14 through Page 6, L. 4.

"A child must be given opportunity at an early age not only to recognize but to appreciate his own and others' differences.

"He learns in a contemporary group to accept his individuality and to become neither inferior nor superior because of his differing characteristics—because there is no premium set on any one sort of accomplishment.

"This makes companionship of his own age very important while the child is still plastic.

"The nursery schools, the play groups and the informal home gatherings should give ample opportunity for little children to develop their individual differences, but always with

the check of the social life of their contemporaries. Here children become secure in themselves as individual people, but in an increasingly extensive world."

Woodworth. Page 196, L. 5 through Page 197, L. 2.

"They [children] apparently derive most satisfaction from playing together as equals. . . . There is an impulse to act together as well as to be together. Let a number of children be brought together, their demands are not fully met by simply being together, but they want to do something, nor are they satisfied by each doing something on his own account in the mere presence of other children. Their demand is to play together, to engage in some sort of group activity."

Walsh and Foote. Page 122, L. 27 through Page 123, L. 13.

"It is rather important . . . that children of about the same age should play together; for when there is much difference in their years the younger ones are stimulated to do more than is good for them by the fact that their elders, who have more strength, can keep up the games longer. . . . Indeed one of the reasons why the single child in the family, or one child of a family of two, especially when they are of different sexes, often proves to be lacking in vigor and strength and health, is that these solitary children have no companions to play with who are able to tempt them to use all their bodily functions to the fullest advantage. It is a matter of common observation that such children are prone to get into quieter sedentary ways, not only because of lack of stimulation to play, but also as a result of their almost constant association with grown folks."

Woodworth. Page 189, L. 19 through Page 199, L. 30.

“. . . we have a liking to have others feel as we do and to feel as others do. . . . The individual is not passive, for a drive within him is aroused. He *likes* to have the same purpose as his fellows in the group. . . . To act with others toward a common end . . . involves the awakening of a drive toward the common goal and of an interest in joint action. . . .

“McDougall’s work represents a very definite advance in social psychology, and the general conclusion that behavior depends on native tendencies, which, however, become combined so that mixed motives are the rule in adult action, is almost sure to stand. . . . But he apparently sees little in the activity of a group of persons who are approximately on an equality with one another to give rise to morality, justice, and rules of conduct. The following interesting passage is quoted in order to show the author at his best, and at the same time to reveal his limitations.

“‘All persons fall for the child into one or other of two great classes; in the one class are those who impress him as beings of superior power, who evoke his negative self-feeling, and toward whom he is submissive and receptive; in the other class are those whose presence evokes his positive self-feeling and toward whom he is self-assertive and masterful, just because they fail to impress him as beings superior to himself. As his powers develop and his knowledge increases, persons who at first belonged to the former class are transferred to the latter; he learns, or thinks he learns, the limits of their powers; he no longer shrinks from a contest with them, and, every time he gains the advantage in any such contest, their power of evoking his negative self-feeling

diminishes, until it fails completely. When that stage is reached his attitude toward them is reversed; it becomes self-assertive, for their presence evokes his positive self-feeling. In this way a child of good capacities, in whom the instinct of self-assertion is strong, works his way up the social ladder! . . .

"Now while all this [positive and negative self-feeling] is true and highly pertinent, it gives a very incomplete account of the social attitude of the boy or man toward his fellows. If the instincts of self-assertion and submission were the only ones operative, we should expect to see the boy attempt to attach himself to a group of older boys, in order to gratify his submissive tendency, or to a group of younger boys in order to give free play to his self-assertion. Now we do, to some extent, observe the boy seeking the company of older boys and taking a submissive attitude toward them—a fact which is good evidence of the reality of the submissive tendency. But as a rule boys seek the company of boys of about the same age and prowess. . . . As typical an instance of social behavior as can be found is that of the game, whether of children or of adults. . . . One characteristic of a game is that the players are in certain important respects on terms of equality, . . . every one must have an equal chance to do as well as he can. . . .

"McDougall says nothing of fair play or of justice, because these concepts have no place except between equals, or between those who are to be treated as equals in certain respects. It is not by domination and submission that justice is brought to light, but by *resistance* to domination and by the demand for equality. Fair play in a game is a type of just dealing in larger affairs. As children in their games

resist the domineering individual and achieve fair play, so the history of larger affairs shows, I believe, that justice has been hammered out by resistance to domination, and by threatening to break up the game unless certain rules are followed. If so, it is the relationship of equals, rather than that of superior and inferior, that has given content to the social code of conduct.

"Each native capacity is at the same time a drive toward the sort of activity in question. . . . Almost any object, almost any act, . . . is interesting on its own account, and furnishes its own drive, once it is fairly initiated. . . . Possessing, as he eminently does, the capacity for group activity, man is interested in such activity. . . . Individuals differ in degree in the social gift, as in other capacities . . . yet have enough capacity to participate in group activities."

Gruenberg. Page 133, L. 24 through Page 134, L. 2.

"From the games in which the children take their turns at some activity, the timid child learns that he has equal rights with others, acquires self-confidence, whereas the child disposed to be over-bearing learns the equally necessary lesson that others have rights which he must respect."

Cleveland. (Toddler) Page 109, L. 1 through L. 14.

"Granting that the child develops his standards of conduct out of contacts with his group, it seems to follow that he should begin early to spend at least part of his time in a group of his peers, whose purposes, abilities, and limitations are similar to his own, rather than all of his time in the family group, with its varying ages and interests. The most

conservative observer must admit that in opportunities for social training the home falls far short of the playroom of the nursery school. It is here that the children show their individual characteristics, the particular powers and weaknesses that must be reckoned with."

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V. One of the functions of the nursery school is to offer a place for supervised companionship with equals, and the following quotations tell about such companionship and its results.

Dixon. Page 24, L. 9 and Page 32, L. 14.

"This entrance into group life is a big venture. No two children react the same toward it. The time for adjustment, the temporary defenses used, and finally the technique of belonging are as numerous as the children. As a rule, most children belong fairly soon.

"But there is a type of child who is very much alone for a long time—who seems to emphasize the characteristics that will keep the group from accepting him. He has never learned to play with anybody and is clumsy in his seeking. Time and the group itself finally take care of him. The important thing is that we recognize much negative behavior as simply a blundering way of approach to other people. . . .

"Teddy tries every avenue that will open ways of exchange with other children. Teasing is one. He watches Ernest make sand cakes and then with just the right degree of lightness reaches over and takes little pinches off each one. A little too much and Ernest would surely call for help, but Teddy senses just the right amount. It becomes a game. Ernest waits after each new cake for Teddy to take his pinch.

They are as friendly as though ideas were exchanged through long conversations. . . .

"It takes so little to make a joke when you're three or four or five. . . .

"Philomena says she has a poem to recite.

"'Piggy wiggy eating supper in the barn,' she briefly offers. Laughter.

"'Piggy wiggy gingerbread man,' Carolyn adds. More laughter.

"'Persy wersy, city wity, picher wicher, stover wover,' in succession greeted by bursts of merriment. . . .

"I come in one day and find their room very messy. 'This room is topsy turvy,' I say quite seriously. It is so funny. They must almost drop with laughter.

"The little boys in Group Two discover that they can say things in different tones of voice—in a whisper, in deep voices and in shrill voices. They try it out with Jackie, Sackie. It is a noisy game. Elsie is very wise. She does not prohibit it but says it's an outdoor game and to wait until coats are on. Outdoors they sit on the pebble pile and chortle over their accomplishment.

"To us they often seem just silly . . . we have grown so far away from delight in the incongruous, from appreciation of sheer nonsense. I think it helps to give an even tenor to the day—it is a sort of relaxation that can be shared. There seems to be some deep need of laughter just for laughter's sake.

Wooley. Page 7, L. 24 through Page 8, L. 5.

"There are some children . . . who are so pliable and so ready to take suggestions that they allow everybody else to

take the lead, and fail to get their fair share of training and responsibility. These children are usually far more popular than those of the dominating type. The most popular little girl we ever had in the school really had no ideas of her own and started nothing, but was always ready to fall in with other people's plans. If the children wanted to play doctor, she was always willing to be the patient and allow them to operate; if they played house, she would be the baby and be lugged around to their heart's content. All this was very satisfactory to the children, but the adults felt concerned that she had so little influence in determining the course of events for herself."

Waddle. Page 141, L. 22 through L. 30.

"... sex differences are negligible. . . . This remains relatively true during the period of childhood if play is free, untrammelled, and the influence of older children and adults does not make itself too strongly felt. Boys enjoy house and doll play almost as much as girls and the two play together quite as happily as will either with those of his or her own sex."

Gruenberg. Page 248, L. 9 through L. 15.

"Children learn to live with others by living with others. They learn to work with others—'to co-operate'—by working with others. They learn to play the game, to do team-work, to play fair, only by playing according to rule, with others, with worthy opponents under good supervision. . . .

"The fact that the children adjust themselves so quickly to the requirements of group life disproves the common belief

that the child is an individualist up to perhaps six years old and that it is useless to expect much else before that time."

Cleveland. (Toddler) Page 40, L. 3 through L. 22.

"Of course the [nursery] school had the advantage of the conscious and unconscious influence of the group. It is an unusual child who can stand out against what all the other children accept as a matter of course. And the rebel is likely to be disciplined by his peers. 'Aren't you going to eat your dinner?' demanded little Virginia, who was serving Marian's table on one of the first days. 'If you don't eat your dinner I'll have to take it away,' and she bore the tray back to the serving table with an air of disapproval that drew angry tears from Marian. Virginia regarded her thoughtfully a moment and then proposed, 'If you'll eat your dinner I'll let you serve the dessert.' 'Can I pass all the dishes to the children?' asked Marian, brightening. And, being assured that she could indeed, she surrendered unconditionally and ate all her dinner."

Cleveland. (Toddler) Page 109, L. 14 and Page 114, L. 22.

"It is in the playroom that Harold, the most perfect physical specimen in the school, displays the tendencies to boss and bully which will mean trouble later if not checked now. With a budding consciousness of his overpowering personality, he struts regally to the cupboard, points out what he wants to play with, drags two or three unwilling slaves to his assistance and embarks on a project which is pleasure for him and toil and trouble for them.

"It is in the playroom that the unsocial nature of little

John reveals itself. For John prefers to do everything entirely by himself, and is as nearly irritated as is possible to his even disposition by attempts to join in his play or interfere with his work.

"It is in the playroom that Eva's unfortunate inclination for 'crushes' becomes evident, as she jealously guards the intimate of the moment from the advances of other children.

"It is in the playroom that gentle little Jewish Rachael learns some of her first lessons in Christian civilization. One day she had placed her doll in a little cart, and was pulling it slowly along with a beatific backward smile, when Bobby, the bold and bad, fell down. Picking himself up with a muttered, 'I fell down, damn it!' and glancing irately about for something on which to vent his wrath, he observed Rachael's enjoyment of her doll's outing. Stamping across the room, he growled, 'Det dat doll out o' dere!' and, hurling the doll on the floor, made off with the wagon. Rachael remained motionless until he had got quite a distance away. Finally she stooped, picked up her doll and kissed it, and carrying it into a corner, tenderly rearranged its disordered attire. Then she looked over her shoulder at Bobby, a long, reproachful, puzzled look that seemed to wonder at the unaccountable cruelties of life as expressed through little boys. . . .

"Selfishness is a very common fault, particularly in the only little one at home or the petted baby of the family. Where no one else is interested in the toys suitable to his age the child soon gets to feel that he has the right to monopoly. Taking turns at the swings and teeters, waiting until some one else is through with the tricycle, enjoying some one else's pleasure in dressing the doll—all these disciplines that come naturally in a group of like interests help a child to get into

right relations with his neighbors. Fairness is perhaps a better ideal than sacrifice. It is a wise mother who divides the scanty supply of ice-cream evenly instead of doing without any herself."

Cleveland. (Toddler) Page 118, L. 5 and Page 119, L. 20.

"Some children, instead of unduly thrusting forward their own personalities so as to appear domineering, conceited, contrary, or selfish, tend to become absorbed in the group to the detriment of their own individuality and initiative. Bessie, a very intelligent, sensitive child, holds her dainty little personality like a cup to receive the wine of life poured into it by others. She is imitative to a fault, copying not only what other children do, but what they say, as exactly as possible. She is, of course, very popular, as she is pretty, sunny and courteous, and aims to please. Though she can handle all the play materials easily and well, she never seems to choose any activity for itself, but enters into whatever the others are doing. This is a dangerous characteristic, the more so because the child possessing it is so easy to live with—fits like a glove into the other personalities in the family. At the school Bessie is steadily urged to make choices of her own and stimulated to take interest in the game rather than in the other children who are playing. This treatment wisely persisted in, ought to free her from too much dependence on other personalities and help her to find and hold her own place worthily.

"Another less common way of withdrawing from the group, harder to understand and deal with, is the unsocial attitude of the child who appears averse to joining the

group because he is sufficient unto himself rather than shy. The nursery experience seems to indicate that this trait is found only in superior children—children who can do things better than the others and would rather play alone than be annoyed by the stupidity of their neighbors. It requires extremely careful handling. David at first preferred to do everything by himself, and made it very plain that he did not welcome interference or companionship. Sunny and docile when left to himself, he would register surprising resentment at intrusion into his personal affairs. Once, when little Jane threw stones into his sand house, he was incensed to the point of striking her. No attempt was made to force him to join the group or take any one else into his own project. After a few weeks he began to single out Harold and Philip for attention. His interest in these particular children was undoubtedly aroused by admiration of their powers, for both are big handsome boys. Having begun in this way, however, David went on to notice other children and to like them. 'I'm glad you're sitting here,' he was heard to remark to his neighbor at table, 'I like you.' He has several times displayed sympathy with others. When Warren fell down inconveniently in front of Annie's wagon and Annie began to pound him forthwith, David listened attentively to the moral remarks of the student in charge, who pointed out that helping Warren up would have been more to the purpose and when Warren accommodately fell again, David got off his tricycle to come to the rescue. He has been seen to help little Henry upstairs, kissing him three times on the way, and to return the doll he had snatched from Betty, kissing her ardently and telling her not to cry. These unsocial superior children should not be

forced into the group, but every effort should be made to find them friends who can give them real companionship as well as what points of congeniality with the general group are possible. It is well for them to have resources within themselves, well for them that they do not wish to dominate or attract attention, but they must learn that they cannot realize themselves at all without including others. Often the natures that are unable to be 'good mixers,' that are unhappy trying to be 'one of the bunch,' have valuable contributions to make. They should not be embittered or discouraged by having their differences regarded as a disadvantage but should be given as much companionship as they desire and as much letting alone. Families are too prone to punish by an unfriendly attitude the member who doesn't always want to join the family project—a most unfair use of group power."

Cleveland. (Toddler) Page 113, L. 8 and Page 130, L. 8.

"Another hopeful achievement of the school is the waking up of supercilious Donald to his own unpopularity. He would never descend to play with others on equal terms, but stood apart regarding them with an air of superior aloofness almost incredible in a three-year-old. One day it suddenly struck him that the children did not like him. He frankly asked of one child after another, 'Do you like me?', receiving always the answer, 'No.' The next day his mother reported that Donald had the oddest impression that the other children didn't like him. Of course she knew it couldn't be true, but wasn't it unfortunate he should get such an idea? It had obviously never occurred to her to take

it seriously, to seek for a cause, to seek for it at home, to plan a reconstructive programme. So far the general attitude of dislike is unaltered. Billy, marching about as a soldier, levels the little stick which is his gun, at one child after another but always relents to the plea, 'Don't shoot me,' because of a fondness for the intended victim. What good is a gun if there is no one you would enjoy shooting? At last Philip finds a solution. 'I'll tell you who to shoot,' he shouts. 'Shoot Donald.' There is a chorus of, 'Yes, shoot Donald,' and Donald is massacred amid general satisfaction. It is something gained that Donald is aware of the feeling he inspires. Perhaps his mother can be enlightened too, and can be made to realize that superior conceited airs are as unpopular at three as at thirty, and the atmosphere which breeds them is an undesirable environment for a little child to live in.

"Another very dangerous tendency is the impulse to cruelty. Children sometimes seem to take a positive pleasure in inflicting pain. Of course they have at first no real conception of what pain means. Harry pushed Josephine so that she fell downstairs and then laughed elfishly at her and at the bump on her forehead. Two desperadoes attacked the rabbits, and hurt one so that it had to be chloroformed. The problem in cases of this kind is to make the child want to be gentle, and this cannot be accomplished by treating him ungently. Severity is certainly in order for the treatment of so serious a fault, but not the retaliative infliction of physical pain. The type of severity should depend on the circumstances and on how deeply the child seems to be impressed. Often, if he has not been made insensitive by rough treatment, he is quite sufficiently disciplined by the disapproving

or distressed attitude of those he loves, and will grieve most wholesomely until favor is restored. Isolation is a severe and perfectly logical punishment for violent behavior. It is not wise to put a child to bed in the day time, but it is often wise to keep him for a brief time in a room by himself. . . ."

VI. Some antisocial habits especially difficult to deal with are discussed in the following quotations.

Sherman. Page 217, L. 24 through Page 218, L. 21.

"The following case illustrates the way antisocial habits may be formed which interfere with a child's ability to co-operate in a social group. A little girl of two and one-half is a problem in the nursery school because she is continually molesting other children. When she sees a child with a toy she pushes or scratches him and takes his toy away, although at times she drops it as soon as she has obtained possession. Not only when she wishes to take something that belongs to another, but also on other occasions she suddenly runs up to a child and pushes, scratches or hits him, and then runs away. Her behavior, which is accompanied by every manifestation usually observed in anger, is clearly not due to a wish to defend herself or to get possession of a toy, for she reacts similarly toward objects in which she has no interest. The history of this girl indicates that her first playmates were smaller than she, and that her first objectionable behavior was a domination of younger children. She then developed habits which she transferred to a group her own age or older. Her reactions towards others' possessions in which she has no particular interest

would indicate that much of her present aggressive behavior is due to the habits she formed at the earlier stage in her career."

Foster and Mattson. Page 168, L. 17 through Page 170, L. 8.

"A sort of generalized antisocial attitude appears which is quite different from the unsocial exclusiveness of the two-year-old. Antisocial behavior may appear, as striking another child or deliberately trying to interfere with his activity. Such actions may be due to any one of a number of causes. The child may be trying to tease and thus express his superiority. He may be selfish and adopt a dog-in-the-manger attitude. Or he may actually have acquired a feeling of inferiority and be trying to find some possible form of self-expression. The teacher has a twofold responsibility directed toward the attacker and the attacked. She may have to exclude the belligerent child from the group or isolate him for a time, but the most effective punishment comes from the children themselves. One illustration from the University of Minnesota nursery school may, perhaps, make the point clearer. Jessie was a large, very strong girl of four. Her home activities consisted almost wholly of rough-and-tumble play with two older brothers. The parents were of the 'literary' type with their heads so far in the clouds that little less than the actual smashing of furniture penetrated to their heights. Jessie entered the nursery school when she was two and immediately began to make advances to other children by knocking them down unexpectedly. She seemed to get little pleasure from their distress but it was apparently the only method of approach

which she knew. The teachers were absolutely unable to explain to her the poor points in her behavior and all punishments seemed to pass her over untouched. The parents thought she ought to be 'spanked hard' but that the school refused to do. In a short time she became the school bully, studiously avoided by all except the largest children and looked upon with suspicion by these. At intervals and with particular children Jessie would be very affectionate and motherly, but these were comparatively rare occasions. For two years this behavior continued. Then one day Jessie went too far. As she passed by Henry she gave a vicious tweak to his hair and Henry, the mild, much-enduring Henry, whirled on Jessie and knocked her down. It is a question who was most surprised, Henry, Jessie, the other children, or the teachers. But the other children were the most prompt in action. The school bully was down and for the moment dazed, and their moment had come. They all pitched in and returned some of the blows which had rankled in their minds for long. The punishment was brief because after a moment the teachers interfered but the punishment was effective. Jessie was no longer invincible. She saw at last that her behavior was intolerable and she promptly began a steady but labored improvement. The improvement was not limited to Jessie, for Henry, from that one incident on, gave indication of an increase in his own, still rather limited, opinion of himself. Here one brief bit of discipline administered by the children was more effective than months of all the pressure the adults in the situation were able to exert. The degree of social pressure which is brought upon the young child by the other members of the group is frequently overlooked, but all nursery school teachers realize

that the disapproval of the group and the withdrawal of the privilege of associating with the group are the most effective means of control in the nursery school."

Johnson. Page 59, L. 1 through L. 9.

"Certain kinds of attacks are difficult to correct. Charles had a deep-seated habit of biting if he wished to repulse another child or if another threatened him or his possessions. The transitoriness of the affective experience was illustrated by the fact that the baby most frequently bitten did not learn to avoid contacts with Charles. At eighteen months nothing seemed effective as a deterrent. At two years a sharp sudden call to him would stop him in the act. . . ."

Pierce. Page 83, L. 26 and Page 114, L. 11.

"In my observation, conceit is nearly always one of the characteristics of the child who has been too much dominated, and who is trying to react aggressively against the domination. Self-assertion really comes under the same head, although as a form of behavior it may be quite distinct from conceit. In every family of four or five children there is likely to be one which, either because it is the youngest or next to the youngest, or because it is not so strong as the others, must make a special effort to get itself heard and its wishes and ideas given an equality of consideration. Sometimes, on the other hand, the self-assertion develops as direct imitation of one or the other of the parents . . . and the correction should begin in the parent rather than in the child.

"Mild teasing does no particular harm. . . . Excess is the thing which we must guard against. One child digests

a large amount of teasing with no evidence of distress. Another one is very much upset. . . . It should be stopped, but there should also be a careful and thorough explanation of the reasons why excessive teasing is a great strain on the nervous system, of some children . . . and . . . that it contributes to a feeling of helplessness and inferiority."

Swift. Page 158, L. 31 through Page 159, L. 12.

"Cowardice, to take one illustration, is strongly condemned. Consequently the boy does not wish to admit that he is a coward. Therefore, when he tells the story of his 'retreat' from the enemy, he says that the aggressor picked up a stone to throw at him, which was not true, or he uses some other subterfuge to explain why he did not stand his ground when attacked by a boy no larger than himself.

"This excuse is also an attempt of the boy to persuade himself that he is not a coward."

Blanton and Blanton. Page 179, L. 3 through Page 180, L. 7.

"This early domination may seem an insignificant thing, but the individual accustomed to dominate will not quickly give up his habit, whatever may be the necessities of other people. Of course, the dominating, bullying baby may not become a dominating, bullying adult. Life may handle him roughly enough, and early enough, to teach him better, but every adult bully was at one time a modifiable infant who could have been formed by training into a co-operative human being. . . .

"Adults sometimes control children by illegal methods, often consciously and with the full consent of other adults.

Teasing is an example of this. Teasing is a remedy for a feeling of inadequacy on the part of the person who teases, since it gives him a sense of power and superiority. It is an infantile method of making a social adjustment and is very destructive to the happiness of the person being teased since his feeling is one of helplessness and of being blocked.

"Teasing is very often handed on in a peculiar way. The oldest child will be teased and nagged by the parents and will, in turn, tease and nag the younger members of the family. This is permitted by the parents because it is often mistaken for a 'sense of humor' and is supposed to 'harden' the younger child to life, just as hazing is supposed to do, at a later date. Whatever are the effects of hazing, those of teasing are destructive and deteriorating. If a child develops a propensity for teasing, he should be excluded from the group until the habit is stopped. At the same time the home situation should be analyzed to see what caused it.

"It sometimes happens that a younger child teases an older. It will usually be found that the older child is dominating the younger to too great an extent. The remedy lies in modifying the behavior of the older child."

Cameron. Page 18, L. 7 through L. 30.

"We all hate the tell-tale child, and when a boy comes in from his walk and has much to say of the wicked behavior of his little sister on the afternoon's outing, his mother is apt to see in this a most horrid tendency toward tale-bearing and currying of favor. She does not realize that day by day, when the children have come from their walk, she has asked nurse in their hearing if they have been good children, and that when, as often happens, they have not, the nurse

has duly recounted their shortcomings, with the laudable notion of putting them to shame, and of emphasizing to them the wickedness of their back-sliding. And this son of hers is no hypocrite, but speaks only, as all children speak, in faithful reproduction of all that he hears. Those grown-up persons who are in charge of the children must realize that the child's vocabulary is their vocabulary, not his own. It is unfortunate, but I think not unavoidable, that so often almost the earliest words that the infant learns to speak are words of reproof, or chiding, or repression. The baby scolds himself with gusto, uttering reproof in the very tone of his elders: 'No, no,' 'Naughty,' or 'Dirty,' or 'Baby shocked.' "

Stewart. Page 37, L. 11 through Page 39, L. 14.

"Jealousy is a problem encountered very early with children. A child's natural desire for attention and affection is a matter of exceeding importance and, if thwarted, leads to wounded feelings. Children, even very young children, often feel displaced upon the arrival of new babies. This is especially the case when adopted children are brought into contact with children born in the household. Conversation with little ones about the new baby which is coming can often forestall the shock, and a wise restraint from too lavish demonstration over the newcomer in the presence of his disaffected brother or sister will do much to lessen heart-ache and to prevent jealousy. Fear of displacement can be removed by constant affection, and the excitement to jealousy reduced to a minimum by moderation in the display of love toward the new child.

"Children can often escape jealousy by being employed in small ways in the care of younger members. A normal child

quickly learns many things he can do to amuse or to care for a smaller child. However, younger children who are helpful in the home should not be allowed to identify themselves with parents and so overdo their parental attitude. A 'little mother' of twelve is, after all, not a little mother, but a young girl, and should have her chance at happy, care-free childhood. An identification of a child with his parent often develops not only too great seriousness but priggishness and the assumption of a wisdom he cannot possess at so early an age.

"Favoritism, unconsciously developed, is the most frequent cause of jealousy in children and adults. Sometimes a healthy child is neglected in affection because he is so self-reliant; at other times a child, because of his strength and beauty, may receive an undue share of attention, whereby others suffer. Children hunger for affection with as great an intensity as they hunger for food. Unwise comparison or favoritism among children inevitably breeds dislike and causes offense."

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VII. The necessity for supervision by the adult, from infancy throughout early childhood both directly and indirectly, and some methods and procedures which vary in value are suggested in the following quotations.

Faegre and Anderson. Page 100, L. 15 through Page 101, L. 2.

"As soon as children are old enough to run about, they must be taught to play together, to share their playthings, and to respect the rights of others. It is unreasonable to expect a child who has always played alone, suddenly to

hand over with good grace when a small visitor comes, the toys which have been his exclusive property. One mother always took pains to prepare her child for the coming of a guest, talking over which toys the guest would particularly enjoy. The child, entering into the play, took great delight in sharing toys which he might have clutched selfishly had he not been given the opportunity to co-operate.

"When children in a family have trouble over toys, it is important not to risk an unfair decision. Where interference must take place, it is safer to deprive both of the toy, or of the privilege of playing together, because of the almost unavoidable, unconscious inclination of the mother to discriminate in favor of one child. As a general rule, the interference of the parent means antagonism built up somewhere. It is as bad for a younger child to be favored continually as it is for an older one to store up jealous feelings for the younger."

Blatz and Bott. Page 120, L. 34 through Page 121, L. 13.

"The function of the adult in regard to play is of two kinds—one negative, the other positive. Positively, the right environment for play must be provided. This involves both physical and social conditions: on the physical side, adequate play equipment, that is, a place to play indoors and out, and material to play with; on the social side, companionship of the proper sort. . . . On the negative side the function of the adult is to supervise play, that is to anticipate danger situations, to regulate the care of play materials, and in social play to intervene in the interests of fair play when necessary. A minimum of interference is, however, desirable. The discipline of social play should come, not from adult

intervention, but from the give and take within a group of children."

Whitley. Page 69, L. 2 and Page 68, L. 25.

"It [mere authoritative judgment] only introduces a third angle into the situation instead of helping the mutual adjustment of the two combatants. Consequently, the solution is many times simply deferred, while resentment smoulders. . . . The friendly co-operation of the adult is what is needed, in order to find the reasonable way to act when personal desires conflict. . . .

"The five-year-old's biggest social problem is that of adapting himself to the necessity of taking turns. This has two aspects, first that of quitting a pleasant occupation so that some one else may have a turn. If these enormously important lessons are not well learned at the start, there will be endless trouble in the next five or six years, to say nothing of a possible twist in the wrong direction all through life. When difficulties arise, adult suggestion is of greater help than reprimand or a sudden interference. When a veritable hair-pulling contest occurs as two small people simultaneously desire to use the same toy, it is easy to see how ineffective mere authoritative judgment may be.

"As free play is superseded by the game, the necessity of rules awakens a consciousness of what playing fair means. To prevent others from taking advantage, each child must watch the other player to prevent cheating. In turn his own selfish desires are held in check by the knowledge that his playmates are just as watchful lest he transgress the rules.

"What an immense amount of argument and squabbling can be heard as children are learning this lesson of fair play."

Foster and Mattson. Page 162, L. 4 through L. 34.

"Children in a large group where there is not enough material to supply each child with duplicates readily learn that one child cannot surround himself with all the choicest materials to the exclusion of other children but that he must select one article and acknowledge the right of each of the others to a similar selection. They learn that the child who is busy with a particular toy for the time being 'owns' that toy and will be allowed to keep it. They learn that the activities of other children are not to be interrupted, that any play which disturbs other children cannot be permitted. They learn, in brief, that other children have rights of their own which must be respected. Less often met, but perhaps more difficult to deal with, is the child who needs to be taught to stand up for his own rights. . . . The child must, sooner or later, if he is to become a well-adjusted adult learn to think of himself as one of a group, each member of which has certain specific rights.

"The desirable social attitude involves not only a certain feeling of independence in each member but also a feeling of dependence or interdependence. No person has the right to feel absolutely independent of the society about him and similarly the child should feel the importance of the group working together. He should be as ready to help others who desire help as he is to let others alone who wish no help. He should also be ready to ask for and to accept the help of other children and of the teachers."

Watson. Page 88, L. 1 through Page 89, L. 20.

"'Mine!' says Jimmy, the two-year-old. 'It isn't, it's mine. Mother, make Jimmy give me my harmonica,' says Billy, the four-year-old.

"A fight ensues.

"Billy wins out and Jimmy screams until he is black in the face.

"Mother comes. She may try several different ways to straighten out the matter. Usually whatever she does is wrong. She may spank Billy for jerking the harmonica away from Jimmy, thus starting him off on a crying fit and a temper tantrum of his own, possibly sowing the first seeds of inferiority and cowardice in her older child. She may hug and kiss and pet the raging Jimmy, thus insuring rage behavior on his part the next time such a set-to occurs.

"If she is a wise mother, she will have prepared herself in advance for just such a scene. When her children are so near together in age, she will have purchased identical toys for both boys. When a scene occurs she will go quietly and get the mate of the toy in question, take both the toys in her hands, show them and when crying stops offer them to the young hopefuls.

"Neither youngster is to be blamed for the scene. It is perfectly natural for every young child to reach out for any object that catches his eye. Young children are positive, *i. e.*, reach for nearly all objects.

Russell. Page 153, L. 17 through Page 154, L. 20.

"Among toys, some should be private and some common. To take an extreme case, a rocking-horse would of course always be common. This suggests a principle: where a toy can be equally enjoyed by all, but only by one at a time, it should be common, if it is too large or expensive to be duplicated. On the other hand, toys more adapted to one child than to another (because of difference of age, for example)

may properly belong to the one to whom they give the most pleasure. If a toy wants careful handling which an older child has learnt to give, it is fair that a younger child should not be allowed to get hold of it and spoil it. The younger child should be compensated by private property in the toys specially appropriate to his age. After two years old, a broken toy should not immediately be replaced if it has been broken by the child's carelessness; it is just as well that the loss should be felt for a while. Do not let a child always refuse the use of its own toys to other children. Whenever it has more than it can actually use, it should not be allowed to protest if another child plays with those that it is not using. But here I should except toys which the other child is likely to break, and toys out of which their owner has constructed some edifice which is a source of pride. Until the edifice is forgotten, it should, if possible, be allowed to stand, as a reward of industry. Subject to these provisos, do not let the child develop a dog-in-the-manger attitude; it must never be allowed to prevent another child's enjoyment wantonly."

Johnson. Page 56, L. 31 through Page 58, L. 34.

"Many of the situations that confront the children have in them an element of real hazard. The danger is increased if they interfere with each other. *There must be no pushing on heights.* Each child must keep to his own turn on the slide. In walking up and down the spring boards there is usually one way up and another way down, and the procession must follow traffic regulations. 'We don't push'; 'John's turn and then Lucy's'; 'Up this way, down that way,' come to be recognized and used by the children as reasons and arguments. *The child who refuses to conform is removed,* and if the ten-

dency to interfere with each other persists the apparatus is placed out of reach or the entire group is diverted to other activities.

"The same procedure is used in regard to personal attacks. The problem here is more difficult because of the social immaturity of our children. . . . Children begin to seem able to understand the behavior of another child in the light of their own similar experiences. Even when this is true there are many reversions to the earlier response and a child will treat his mates as he treats his blocks and tables. Ansel surprised us one morning by running up with soothing cries and trying to help a fallen baby to his feet. The tones of his voice, the accompanying gestures and the expression on his face indicated genuine concern. It was a short time later on the same morning that Ansel gayly bowled over with a sweep of his arm a small child who was in his path, and went on his way with his characteristic hearty roar of laughter. . . . The reason lies in the stage of growth that has been reached, and we try to keep that in mind in establishing the rules of nursery conduct that are necessary to living together. . . .

"Up to a certain point we do not interfere with personal encounters. . . . We try, however, to introduce a play attitude toward it. The interjection of humor into our dealings with children will get over difficulties which all our arts and wiles, our philosophy and our authoritative ukases upon them will not affect. Craig seizes Philip's hat. Hats are most precious and inviolate. Philip looks to the adult and wails. If we say, 'Catch Craig, Philip. Run, run as fast as you can; he'll give you your hat,' both children will laugh, and since running away at this age usually means running

into a corner, Philip soon overtakes Craig who, nine times out of ten, hands over the hat with a chuckle."

Johnson. Page 60, L. 13 through L. 22.

"The general suggestion of friendliness represents the positive attitude in the restrictions against personal attacks. . . . 'Lucy is a friendly child. She won't hurt Karl,' usually has the desired effect upon both—Lucy, bent upon discipline, and Karl who considered himself threatened with annihilation. *The penalty for any behavior which is opposed to the social good is exclusion from the group*, and this also comes to be understood."

Cleveland. (Toddler) Page 111, L. 12 through Page 113, L. 7.

"It is hard for the individual to learn to adjust himself to the group, and many kinds of undesirable behavior arise from poor adjustment. Annie, for instance, had been so spoiled that when she entered the school she did not know how to occupy any position but the centre of the stage. Her peculiarly loud, harsh voice was always heard above the others, demanding, exacting, ordering, 'Let *me* do it,' 'I want to carry the tray.' 'I'll show you how to play it.' Her chubby little figure was always dancing in the foreground, the butterfly bow in her dark curls bobbing gaily in amusing contrast to the serious and strenuous expression of her fat little round face. One day when the children were playing outdoors, Annie was observed in tears. A group of children had set up housekeeping in one of the large packing boxes provided for their games, and Annie ardently desired to join them, but they did not want her. Miss Henton, marking her

grief, came over and inquired the cause. 'We don't want her,' explained Virginia earnestly. 'We have a father and a mother and two children and we don't want her.' Miss Henton, instead of urging that poor Annie be included, attacked the situation from the right angle at once. 'Come away, Annie,' she said in a sensible, matter-of-fact tone. *Their party is made up.* In a moment Annie had called to Tommy and Bessie, 'Come on, let's slide,' and a gay little group collected about the slides. Miss Henton's substitution of an independent activity for Annie's attempt to force herself into a group where she was not wanted was much appreciated by a group of visitors, one of whom commented, 'She might as well learn as soon as possible that in this life some parties *are* made up.' By a series of such gentle repressions Annie has been led to modify her too insistent ego so that she no longer stands out from the group on every occasion, and thrusts her personality on the general attention."

QUESTIONS ABOUT CHILDREN WITH OTHER CHILDREN

Whenever and wherever we watch a child we learn about him. We find out something about his ability to wait his turn, to ask for what he wants, or to aid another child. All that we see helps us in making our decisions about him. "He is happy," we say, or, "He is stubborn," as the case may be. Sometimes such conclusions are made too hastily and are unfair to the child. David was called rough and cruel because he said to his playmates, "I'll hurt you, I'll burn you up." Those who are interested in David made close observation

of him and the many influences surrounding him and they found it easy to come to the conclusion that he was repeating the threats made to him by the older children in his neighborhood.

As soon as he was taken out of the atmosphere of rough street play and given opportunity to play with children more nearly his own age he learned profitable ways of getting along with them. He became co-operative and he was a leader who helped the members of his group to work together. At times he was very thoughtful and gentle.

The understanding adults who studied David and the things and people in his life did not make the mistake of hastily labelling him a stubborn and mean child. They were able to show that David had ability to co-operate and lead when given opportunity to learn. It is hoped that they will go farther and later, after David has discovered and learned many worthwhile ways of working with other children near his own age, give him increasing opportunity to try out such desirable behavior with children both a little older and a little younger. There is no doubt that much can be accomplished.

But aside from the values we recognize for David, there are other values to be seen here, namely, those values which come to adults who make more than haphazard and sketchy observations of children. Understanding the needs of another often comes through careful observation. With this thought in mind a long list of questions has been prepared to suggest many details and points worthy of consideration. These questions are arranged under various headings and may be studied in sections or as a whole. It may be helpful to record answers to the questions in the book and return to

them some time later to note the changes which reveal improvement.

QUESTIONS ABOUT CHILD BEHAVIOR

TIME

Does he—

Have contact with children regularly? That is

Throughout the day?

At certain hours of the day? (After school? During his outing?)

A few times regularly during the week?

Or, does he—

Have contact with children irregularly? That is

When a family comes to visit in the home?

When his family goes visiting?

When callers come?

When he goes calling with his parents?

PLACE

Does he—

Associate with children in suitable places? That is

For routine activities, where each child can be busy with his own routine?

For play, where all can be busy? For example,

In a yard?

In a playroom?

Conveniently near adults to feel secure and “under law”?

In safe places so he is free?

Or, does he—

Associate with children in unsuitable places? That is
For routine activities, where one has to wait too long
for another and so gets to playing, bothering another or quarrelling?

For play, where there is too little to do and so he quarrels for material or goes away by himself?
For example,

Where there is little or no yard, or an unsafe yard
for children to play with him?

Where there is no play room and only uncertain
play space in adult rooms?

Where it is inconvenient for adults to supervise?

In places where danger necessitates many prohibitions? (A yard without a fence, a steep hill, near water, etc.)

EQUIPMENT—SUPPLY, RESOURCES

Is his—

Good relationship to children promoted by adequate equipment? That is

Individual equipment for each child in the family for routine activities, so that all may engage happily in the activities? For example,

Low hooks and drawers of his own for clothing and wraps?

Low rods and hooks of his own for towel, wash cloth, comb, tooth brush, etc.?

His own chair for eating, bed for sleeping, etc.?

His own clothing?

His own cupboard space for his toys and treasures?

Adequate equipment for other children to play with him in desirable ways? For example,

Adequate apparatus and play materials?

Plenty of cupboard space for play materials?

Clothing which makes him ready for any wholesome activity?

Or, is his—

Good relationship with children limited by equipment inadequate for two or more children? That is

In routine activities, equipment which prevents all engaging happily together and promotes quarrelling?
For example,

High hooks, drawers, rods for clothing and wraps, towel, wash cloth, comb, tooth brush, etc., so that each must wait for adult help?

Too few hooks, drawers, rods, etc., so that each cannot well take care of his own things?

Hooks, drawers, rods, etc., used in common by all the children?

Chairs for eating and beds for sleeping without definite ownership or place?

In play activities

Inadequate apparatus and play materials?

Inadequate cupboard space for his play materials?

Clothing which makes him self-conscious, strained or timid?

The questions so far suggest that good relationships may be developed early if opportunity is regularly provided for young children to be together in suitable places with adequate equipment. In many sections of the United States earnest parents and teachers are making better provision for young children. Desirable as this is, adult responsibilities do not end here. Playmates, sufficient space, and inviting

materials may go far, and little else may be needed. We can only know how far they go and what else is needed by watching the children together and attempting to understand their experiences. Do we see improvement among them as they associate together day after day? This is the chief question to be answered. An answer which is supported by real evidence and is fair to each child may best be given after a little study and thought. The following questions suggest details which may enable you to make a systematic record of your observations and confidently come to some decisions.

SELECTION

Does he—

Select children with whom to share activities when there is opportunity? That is

In routine activities? For example,

Undress with sister?

Help feed the baby?

In play activities? For example,

Select as a rule children who are most nearly his equals?

Select the same children persistently for certain play activities, after he has had experience enough with them to know how they play?

Make plans before playtime about the children he wants to play with, as say, "Jimmy coming after my nap"?

Or, does he—

Make little or unwise selection of children's society?

That is

In routine activities? For example,

Wash, dress, etc., when he can stir up trouble with brother and sister?

In play activities? For example,

Select always the younger children whom he can direct
and whose playthings he can command?

Select always older children who give him his way, give
him unnecessary help or fondle him?

PREPARATION

Does he—

Anticipate and plan about children and what he will do
with them? That is

Say, "Brother coming home soon," as it gets near time
for brother to come home?

Say, "Where's sister?" if she is late to dinner?

Say, as he enters nursery school, "Is Jimmy here? I'm
going to play with Jimmy. He's my cow and this is
his barn. I have to fix it"?

Say, as he eats his dinner, "Betty will come when I
wake up"?

Plan to share with other children—as, "Henry may
play with my red wagon"?

Or, does he—

Show little or no evidence of anticipation and planning
about children and what he will do with them? That is

Make no comments about brothers or sisters when they
are absent?

Make no plans for sharing activities with other chil-
dren?

Delay or resist preparations for playing with other chil-
dren?

LEARNING

Does he—

Learn desirable relationships with children? That is
Children

Respond to any new child (either accept or make advances to him) and discover for himself what the other child can do?

Respond to familiar children in suitable ways? For example,

Follow them when they are more skilful than he?

Lead them when they are less skilful than he?

Co-operate with them when they are fairly equal in skill?

Continue to find new resources in his companions? For example,

More materials they can share?

More activities they can share?

More complex activities they can invent?

More prolonged activities they can carry on together from hour to hour or day to day?

Larger groups they can interest?

Activities

Engage in his own activities near other children?

Give his materials to others? For example,

When he does not wish to use them?

When an adult asks or suggests it?

When the other child asks?

Voluntarily?

Imitate what other children are doing?

Participate in collective activities? For example,

Wait until served at the table?

Take his turn at the slide?

Co-operate for joint purposes? For example,

In physical activities? (In digging in sand or snow, in drawing wagons, in sledding, etc.)

In making things? (In sand, with blocks, with crayons, paint or scissors, etc.)

In dramatic play? (House, store, farm, etc.)

In telling stories and in social conversation?

Skill

Play happily with the same child for longer periods of time?

Engage in more activities with the same child?

Use more insight in playing with children? For example,

Avoid unnecessary quarrelling?

Use language instead of force in case of difficulty?

Redirect the other children in group activity after interruption?

Adjust his plans to those of others?

Get acquainted with more children?

At home?

At nursery school?

On playgrounds?

Or, does he—

Learn undesirable relationships with children? That is

Children

Respond to new children in such ways as to prevent him from discovering what the other child can do?

Respond to familiar children in undesirable ways?

Do whatever they do?

Boss them?

Resist them?

Defend himself against them?

Interfere with them?

Get tired of children because he fails to find new ways in which they contribute to his happiness? (If his characteristic response to them is to defend himself from their interference, naturally he soon gets enough and withdraws to individual activities. Similarly he gets tired of being bossed, etc.)

Activities

Take little or no interest in children near him?

Fail or refuse to give his materials to another child?

For example,

Resist any interference with his possession?

Hide materials away from another child?

Refuse a child who asks him for something?

Refuse when an adult suggests or directs that he let another child have something?

Refuse to let another child have anything, even if he is not using it?

Interfere with what other children are doing? For example,

Smash the sand cakes they are making?

Knock down the house they are building?

Pull away the wagon they are drawing?

Take no part in collective activities or interfere with them? For example,

Use the slide only when no other child is there?

Demand a place out of turn?

Get in the way of those who are sliding?

Play only by himself?

In physical activities?

In making things?

In dramatic activities?

In imaginative activities with companions, stories,
etc.?

Skill

Play with another child now only a little longer, if any,
than formerly?

Engage now in only the same limited number of activities
as before?

Use little or no more insight than formerly in solving
his social problems? For example,

Quarrel still over possessions?

Use force instead of language in case of difficulty?

Go off alone when a social activity is interrupted?

Demand instead of invite co-operation?

Insist on his own way or refuse to play?

Know only the same few children?

Engage still in play with only one child at a time?

SUMMARY

Does he—

Have as wholesome relationships with children as he
should for his age and development? That is

Play with them regularly?

Like them?

Select them wisely?

Make plans to play with them?

Get acquainted with more and more children?

Learn more and more desirable ways of playing with
them?

Learn to play in larger groups?

Learn to get along with them better?

Or, does he—

Have less wholesome relationships with children than he should for his age and development? That is

Avoid them?

Resist them?

Select them unwisely?

Express no interest in plans for other children?

Extend his acquaintanceship very slowly?

Know only a few activities to share with other children?

Play only with a very small group?

Improve little, if any, in getting along well with children?

When we are busy observing the child we sometimes fail to see ourselves and the part that we play in his life. We may see that he teases sister, bullies baby brother, co-operates with a few playmates, but may not have stopped to think that our command, "Don't bother sister," or our condemnation, "You are too big to be so naughty," or our encouraging interest, "Is Nan coming to play with you to-day?" did a great deal to build the type of behavior we find in him. We may even find that the kind of schedules we arrange for him, the place and the equipment we provide have far greater influence over him than we suspected.

There are many little points to think about in connection with helpful schedules and proper places and materials. The following questions suggest some of these points. If the answers to the questions are recorded at this time a comparison can later be made with later answers which may reveal many interesting and desirable changes that have been made to promote profitable companionship in both routine and play.

QUESTIONS ABOUT ADULT BEHAVIOR

TIME

Do you—

Plan regularly for his contact with children? That is

Each day certain times with other children in the family and at certain other times by himself?

Regularly with other children for the most part near his own age?

As often and as long at a time as will

(a) develop social activities?

(b) avoid strain?

Or, do you—

Allow irregular contact with children? That is

Let him be with other children in the family until he gets over-tired and cross?

Let him play with other children when they happen to be about—

So often or so long that he is tired out?

So infrequently that he

(a) does not learn how to play with them?

(b) gets strained and over-tired?

PLACE

Do you—

Provide suitable places for his activities with children?

Ample space?

Ample equipment?

Safe enough places which require little prohibition?

Places near enough to adults for adequate supervision?

Or, do you—

Provide unsuitable places for his activities with children?

That is

Crowded space?

Inadequate equipment?

Dangerous places requiring many prohibitions?

Places too far from adults for adequate supervision?

EQUIPMENT

Do you—

Promote good relationships with children by supplying adequate equipment? That is

For routine

Individual materials easily accessible to each child?

For example,

Low rods and hooks for his own towel, wash cloth, comb and tooth brush so each can go through his own routine without delay or interference?

For play

Adequate apparatus and play materials so each child is encouraged to participate in using the materials?

For example,

Similar materials he can use near other children?

Different materials he can use near others and perhaps show to others?

The same material he can use in his turn?

Collective materials he can use in common?

Similar or different materials he can use in group play?

Or, do you—

Supply inadequate material which fails to promote wholesome relationship between children and promotes undesirable behavior? That is

For routine

Inadequate or inaccessible equipment and materials?

For example,

A family towel instead of individual towels, or towels on high hooks, so that children have to wait or contend for the towel?

For play

Inadequate or inaccessible equipment or materials? For example,

Materials which frequently thwart him in his undertaking?

Materials which necessitate too long waiting for infrequent turns?

Materials which lessen his desire for group activities?

Modern parents and teachers recognize the importance of good schedules, space and equipment in promoting happy attitudes and relationships with others. But these are only the first steps. Before the child is actually helped to enjoy others he must be able to make plans to be with others and to carry out successful associations with them. The very beginning of such planning may be seen in a two-year-old who merely looks at his little visitors with curious interest. One cannot help but believe that his desires and intentions to be with others increase from day to day as they see him hover near others and occasionally enter into the group activity, and one is quite sure that actual planning is taking place when he inquires, "Fred come to-day?" This same slowly but gradually awakening and increasing adjustment may be seen over and over in many situations. Watch young children learning to build with blocks together, or taking

turns in the swing and this adjustment is repeatedly seen. We see them gradually improve from clumsy to more controlled behavior, from insecurity and curious interest to security and confident performance. The following questions go into sufficient detail to point out the signs of this slowly increasing development. Several examples are treated somewhat fully to show the important trends that are often indicated by little events. This has been done to emphasize the point that progress, which is often very slow and sometimes hard to see, can actually be observed in the very little happenings of everyday life.

SELECTION

Do you—

Encourage him to make suitable selection of children with whom to work and play? That is

In routine

Suggest that he undress with sister instead of the brother who teases him?

Invite him to help feed the baby?

In play

Help him on occasion to select

Children who are able to help him?

Children whom he can lead or help?

Children who can do as he does?

Or, do you—

Encourage him to make no selection or unsuitable selection of children with whom to work and play? That is

In routine

Carelessly send him to wash, dress, etc., with the brother who always teases him?

In play

Have him play for the most part

With children who are older and who let him have
his own way?

With children who are younger and who let him boss
them?

PREPARATION

Do you—

Encourage him to anticipate and plan about children and
what he can do with them? That is

Say, "Brother coming home soon," as it gets near closing
time for school?

Say as he eats his dinner, "After you wake up, Billy
will come"?

Help him plan what he will do when Henry comes
over?

Help him get ready promptly and happily to play with
other children?

Or, do you—

Discourage him in anticipating and planning about children?
That is

Make no comments about brother or sister when absent?

Make no reference to Billy's coming before he arrives?

Offer no suggestion as to what he can do when Henry
comes over?

Let him delay or fuss while getting ready to play with
the children?

Some parents provide companions for their children and
then leave them alone to get along as best they can. No
doubt there are many advantages in giving young children

as much freedom as possible in learning to get along with their contemporaries. There are, however, many ways of getting along. Three-year-old Nancy, for instance, may get what she wants by pleading, by co-operating or by bossing. She will, no doubt, learn what she practises with profit and pleasure. A word from mother or a suggestion from father may go far in influencing Nancy to try approved methods of dealing with others. "You were helpful," mother may say upon observing Nancy's first clumsy attempts to assist another. Such encouragement as this will help Nancy recognize her own success, little as it may be, and thus a standard is set. Give Nancy a reputation for being helpful and what will she do? She will very likely strive to live up to it, but tell her that she is rough and bossy and what will she do? She is apt to live up to that reputation also.

There are many subtle little ways of helping children discover fair, peaceful means of working and playing with others. Whatever we say or do, and whatever manner we use with young children should assist them in establishing desirable relationships.

TEACHING

Do you—

Adequately direct his adjustment with children? That is
Try to make your own behavior (i.e., whatever feelings you express, words you use, and movements you make) contribute toward his wholesome relationship with children? That is

Approve him whenever he makes a new wholesome relationship? For example,

Notice when Fred goes slowly over to where John

is building and sits down among his blocks, and say, "Fred has come to watch you build, John," and a little later, when he picks up a block, say encouragingly, "Fred has a block for you, John," and still later, "That's fine; Fred brought you a wagonful of blocks"?

Use simple meaningful words in approving, in suggesting, and in your occasional direction? For example,

Comment upon whatever specific behavior you want Fred to repeat as "Fred has a block for you," or suggest or direct in specific terms as, "Can you get John a wagonful of blocks"?

Give physical help in so far as he may need it in order to succeed before he gets discouraged and fails to get the desired learning? For example,

Watch as Fred is bringing the wagonful of blocks to John, adjust them if they slip, help him over the threshold or otherwise insure success in his effort to help John?

Combine your approval, your words and your physical help so that they all influence him in establishing wholesome relationships? That is

When you wish him to make a new adjustment to children

Notice each time he behaves that way? For example, When he watches another child play with the blocks?

When he participates ever so little in the other child's play by selecting the right sort of block, or handing him a block?

When he co-operates actively with another child by going with him for blocks, filling the wagon and helping him pull it back, unload, etc.?

When he accepts graciously the help of another child by smiling or saying, "Thank you"?

When he asks instead of demands from another child whatever he may want?

When he tells another child how to improve what he is doing?

When he helps a child with a difficulty?

Make sure that he gets satisfaction and meaning in the new relationship so that he will want to behave that way again and will know how to do it? For example,

When he says, "Please," instead of grabbing a block from Fred, smile and say to Fred, "John said, 'Please' to you, Fred. That's a nice way to ask you for a block," that this may help both children realize "Please" is a better way than grabbing to get what he wants?

Make opportunities for him to behave that way again soon and often enough to learn how worthwhile it is? For example,

Soon after John secured one block by spontaneously saying "Please" to Fred, remind him in Fred's presence to try it again by saying, "You need that other block from Fred, don't you? You remember what Fred did when you said 'Please' "?

While he is learning do you give him less and less help as he is able to maintain wholesome relationships? That is

Give him less and *less physical help*? For example,

When Fred is bringing a wagonful of blocks to John, approve him but do not help him, if he can manage to do it alone?

Later give him less and *less verbal help*? For example,

When Fred has frequently said "Please" to John instead of grabbing his toy as formerly, approve him and remind him to say "Please" only if he forgets several times?

Still later give less and *less approval help*? For example,

When John has learned to say "Please" fairly regularly instead of grabbing John's toys, merely smile if he looks up at you after saying it?

In case of accident, do you help him meet it in a desirable way? For example, if Dave runs into Emmy Lou on her tricycle and tips her over, do you

Approve him for doing something helpful?

Smile and say when he rights her tricycle for her, "That's right. Pick it up for Emmy Lou"?

Suggest something helpful to do?

Say, "Dave is sorry, Emmy Lou," as you come to her and say, "We will help Emmy Lou up, too"?

Help him in taking care of the accident?

Assist him in helping Emmy Lou up and on to her tricycle again, and perhaps lift her as he takes her hand, or hold the tricycle as he helps her on it?

In case of correction, do you help him improve? For

example, if Bobby pushes into the front of the line at the slide instead of after Walter and Betty, do you

Encourage him with your manner and voice?

Speak quietly and confidently, move slowly and smile?

Show approval for something, however small, he has done well?

Say, "You are in the line," with an expectant inflection that may help him find his own place in the line?

Do something which may suggest to him what to do?

Walk to the end of the line as you speak, in order to direct his attention there, and perhaps point or beckon for him?

Tell him definitely what to do, if necessary?

Ask, "Where is your place?" or say, "This is your place. Walter, then Betty, then Bobby"?

Or, do you—

Retard his adjustment with children? That is

Continue to express yourself in your usual way even though the attitude you express, the words you use, and the movements you make may have been ineffective in helping him develop wholesome relationships with children? That is, do you

Pay no attention when he behaves in some new and wholesome way with children? For example,

Say or do nothing to encourage Fred when he goes slowly over to where John is building, sits down among his blocks and later picks one up to hand to John?

Use ill-chosen words in talking with him about his behavior which may interfere with an adjustment he is about to make? For example,

Say, "Don't bother John—Come away—Mother will help you find something to do"?

Give too much or too little physical help to insure his success and satisfaction? For example,

Let Fred get disappointed and angry at his misfortune in bringing the wagonful of blocks to John because they slip or the wagon sticks at the threshold, when he might have been happy over helping John if you had adjusted the blocks a bit or lifted the wheel over the threshold?

Combine ineffectively your approval, your words and your physical help? That is

When he should be learning a new or better way of responding to children do you

Notice his failures, but overlook his occasional successes? For example,

Notice whenever John grabs a toy from Fred, but fail to notice his occasional "Please"?

Let him fail to get the point or to get any pleasure out of his attempts so that he will tend to try it again? For example,

Fail to help Fred give him the block in response to "Please"?

Have Fred give up the block to John, but fail to use the significant word "Please," so both children can recognize that success and approval may result from the use of this word?

Make Fred give the block to John because he said

"Please," but be dogmatic in your manner instead of appreciative of John's "Please"?

Fail to make frequent enough opportunities for him to repeat the experience so that he can and will repeat it?

While he is learning a new or desirable relationship, do you

Continue help he does not need in maintaining his social relationships? For example,

Let him depend unnecessarily on your *physical help*?
For example,

Continue to take him over to another child in the playground so he waits at a distance until you come with him to ask the other child if he may play?

Let him depend unnecessarily upon your *verbal help*?
For example,

Continue to say, when Edward comes over to play, "Give Edward some of your blocks," without waiting to see if he won't do it spontaneously?

Let him depend unnecessarily upon your *approval help*? For example,

Continue to approve him for saying "Please" so that he looks up at you and inquires, "Say please"?

In case of accident, do you use procedures which do not help him meet later accidents? For example, if Dave runs into Emmy Lou on her tricycle or tips her over, do you

Condone the accident?

Say, "Too bad—Emmy Lou was in the way," instead of teaching him to look where he runs?

Scold him?

Scold him for running so fast and fail to notice that he picked up the tricycle?

Take care of the accident yourself without any participation from him, or help him ungraciously?

Help Emmy Lou up and start her off on her tricycle and pay no attention to Dave's attempts to help?

In case of correction, do you use questionable procedures? For example, if Bobby pushes into the front of the line at the slide instead of after Walter and Betty, do you

Antagonize him by your manner and voice?

Speak abruptly, sharply, or take his hand roughly?

Show only disapproval, ignoring the desirable elements in his behavior?

Say, "No, no. That's not your place, Bobby"?

Do something which does not at all suggest to him what to do?

Take him out of the line and seat him on a box?

Say something which does not direct him what to do and probably makes him resentful?

Say, "The children don't like you when you are a bad boy"?

SUMMARY

Do you—

Encourage him in behavior with children which leads on and on to broader social relationships? That is

Provide contact with more and more children?

Invite occasionally children of varied ages?

Plan frequently for companions of his own age?

Select companions with varied interests and capacities?
Provide for various forms of relationship? (Intimate
friendship, large acquaintanceship, organized group
projects, as leader, follower or partner in activity.)

Or, do you—

Encourage him in behavior with children which tends to
limit his social relationships? That is

Provide contact with only a few children?

Let him play largely with children who require little or
no adjustment from him? (Older ones who entertain
him, younger ones whom he can boss, etc.)

Select companions of limited interests? For example,
Dramatic play, but no constructive play?

Playing with trains, but not with riding vehicles?

Provide for only a few forms of relationship? For
example,

Playing with only one child, but not with a group?

Play under a leader, but not as a leader?

Play with girls, but not with boys, etc.?

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